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ABSTRACT

To reduce the narrowing effects of sex-role stereotyping on the career options of secondary students, a project was conducted using curriculum activities and experiences with nontraditional role models in school and community settings. The vehicle for meeting this goal was the existing Jefferson County (Colorado) experience-based career education program. Objectives of the project included (1) establish and maintain community involvement; (2) prepare curriculum materials; (3) prepare and deliver a staff inservice program; (4) implement the program; (5) evaluate the learning outcomes and project processes; and (6) disseminate results of the project. Over 150 members of the local community served as resource persons. Curriculum materials, including guidance activities and curriculum units for secondary students, were produced. Inservice programs were conducted for 30 teachers, counselors, library media specialists, and administrators. The project was implemented during a nine-week period with 110 students at three schools. A third-party evaluation was conducted, with both formative and summative data collected; and a brochure describing project goals and activities was disseminated. (Student curriculum materials, staff inservice materials, and the final evaluation report are included.) (Author/LMS)

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Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community

FINAL PROJECT PERFORMANCE REPORT

September, 1978 prepared by: Dr. Robert E. Blum, Project Director
Ms. Linda Doyle, Project Specialist

Jefferson County Public Schools
Career Education
1209 Quail Street
Lakewood, Colorado 80215

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CE 020 257

PLACEMENT of JUNIOR and SENIOR HIGH SCHOOL STUDENTS in NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES in the COMMUNITY

Final Project Performance Report
October, 1978

JEFFERSON COUNTY SCHOOL DISTRICT R-1
1209 Quail Street, Lakewood, Colorado 80215
(303) 231-2368

This information is submitted in compliance with the U. S. Office of Education guidelines regarding Final Project Performance Reports for projects funded under Sections 402 and 406 of Public Law 93-380.(fiscal year 1977), and covers the period from October 1, 1977 to September 30, 1978.

Project #: 554AH70543
Grant #: G007700100

Project Category: Special Populations

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- Staff Workshop Materials
- Staff Inservice Module

ACKNOWLEDGEMENTS

The project could not have been designed, planned and conducted without the energy of many committed individuals. Their valuable contributions and efforts are recognized and greatly appreciated.

School Staff

Wheat Ridge Junior High:
  Jerry Wenser, Principal
  Rich Berlanti, ECC teacher
  Marge Bozarth, ECC teacher
  Dorothy Lyons, Library Media Specialist

Jefferson Senior High:
  Don Hansen, Administrator
  Bruce MacMillan, ECC teacher
  Paula Pearcy, ECC teacher
  Jim Danenhauer, ECC teacher

Golden Senior High:
  Leonard Brundage, Principal
  Roy Daugherty, ECC teacehr
  Ruby Hale, ECC teacher
  Jill Christensen, ECC teacher
  Bob Kinsey, ECC teacher

Project Steering Committee

Juli Young, student
Lea Ann Schrecengost, student
John Ryndfleisz, student
Lori Baker, student
Sherry Curnow, parent
Bonnie Snell, parent
Marcheta Henrich, Mountain Bell Representative
Don Hansen, administrator
Paula Pearcy, teacher
Bruce MacMillan, teacher
Roy Daugherty, teacher
Elena Newton, Community Resources Specialist
Mike Patterson, Community Resources Specialist

Career Education Staff

Mary Harris, Writer and Editor
Gerald Magley, Graphics Designer
Elizabeth Glann, Writer
Marilyn Browne, Secretary
Marviline Schlichte, Secretary

Students

All students enrolled in the Exploring Careers in the Community programs at Wheat Ridge Junior High, Jefferson Senior High, and Golden Senior High as well as participating control-group students at Alameda Junior, Green Mountain Senior and Pomona Senior High.

Control-Group Teachers

Alameda Junior High:
  David Reith, ECC teacher
  Jeanne Beck, ECC teacher

Bear Creek Senior High:
  Laura Rothenfeld, ECC teacher

Green Mountain Senior High:
  Sue Akerman, ECC teacher
  Mildred Eccker, ECC teacher
  Ken Boerner, ECC teacher

Pomona Senior High:
  Bill Lewis, ECC teacher
  ViVi Keeton, ECC teacher

Consultants

Martha Fair, Title IX Consultant, Colorado Department of Education

Susan Walmsley, Affirmative Action Administrator, Jefferson County Schools

Nancy Scott, Institute for Equality in Education, University of Colorado at Denver

Special thanks to Cherie, Nancy, Carolynn, Elena, and Marilyn.

REPORT ABSTRACT

Introduction and Objectives

The 1977-78 project, "Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community," was funded by the U.S. Office of Career Education (Grant # G007700100) and conducted by Jefferson County Public Schools Career Education Department. The major goal of this project was to reduce the narrowing effects of sex-role stereotyping on the career options students consider and pursue through curriculum activities and experiences with non-traditional role models in the school and community settings. The vehicle for accomplishing this goal was the existing Jefferson County experience-based career education program, Exploring Careers in the Community, (ECC). Specific objectives of the project included: (1) Establish and maintain community involvement; (2) Prepare curriculum materials; (3) Prepare and deliver the staff inservice program; (4) Implement the program with ECC students; (5) Evaluate the learner outcomes and project processes; and (6) Disseminate results of the project.

I. Project Participants

Participants directly served by the project included approximately 110 students, grades 8-12, participating in the ECC program; 30 teachers, counselors, library media specialists and administrators, and more than 150 members of the local community (including parents) who served as resource persons and community instructors for exploration experiences. The racial/ethnic breakdown of students was approximately: Causcasion (95.5%), Hispanic (3.5%),

Asian (.6%), Black (.3%), and Native American (.2%). The number of male students was 50 and female students 60 . The project was conducted on a pilot basis in one junior high and two senior high schools in the district.

II. Major Activities

Community Involvement The Project Steering Committee, consisting of students, parents, school staff and community representatives, was set up prior to implementation of the project with students. Committee members provided lists of potential student exploration sites and community contact people, as well as reviewing project materials and suggesting procedures and revisions. Over 150 community sites were recruited through the district Career Education Community Resources Clearinghouse for student non-traditional explorations. Many employers and employees at these sites served as community instructors as well as guest speakers in ECC classrooms. Parents were invited to attend guest speaker presentations and to accompany students on community site explorations.

Prepare Curriculum Materials Curriculum materials were developed as a result of planning/conceptualization sessions with teachers involved in the project and products included guidance activities and curriculum units for junior high and senior high. The guidance activities and curriculum units were based on ten specific student outcomes and resulted in activities including examining personal attitudes about sex-roles, identifying instances of sex-bias in career-related materials, applying examples of social, economic and legal factors which affect female/male participation in the work force, and exploring non-traditional careers open to males and females. Commercial films, books and other resources related to the activities were made available through the district Career Education office.

Prepare and Deliver Inservice Program The inservice program included the Sex-Fair Career Guidance Workshop and the Self-Directed Staff Inservice Module. The workshop was planned and delivered by career education staff and two local consultants with expertise in the areas of career counseling, implementation of Title IX regulations, and reduction of sex-role stereotyping in career education materials and practices. Workshop participants included teachers, counselors, library media specialists and administrators from the three project schools, as well as school staff invited from eight additional secondary schools also conducting the ECC program, but not directly involved in the project.

The Self-Directed Staff Inservice Module was used with the nine project school ECC teachers as a training tool and resource handbook. The Module included a variety of activities based on the twelve staff outcomes, and was designed to help teachers both facilitate and experience activities in the areas of sex-fair counseling, use of non-traditional guest speakers, setting up non-traditional community site explorations, encouraging parent involvement, analyzing career-related materials for sex-fairness and examining and applying the laws and social and economic factors related to sex-bias/sex-discrimination.

Implement the Program During a nine-week period in the spring of 1978, the project was implemented with 110 secondary students at the three project schools. Activities included use of the curriculum materials, explorations with workers in non-traditional jobs at community sites, guest speaker presentations/panel discussions in the classroom, and counseling by ECC teachers with emphasis on encouraging students to explore a wide range of career options, particularly those considered non-traditional for males and females.

Evaluation Policy Studies in Education (PSE), a non-profit research organization based in New York, served as the third-party evaluator for the project. Both summative and formative data was collected. A pretest/post-test with control group design was used with a total of 16 teachers and 260 students to obtain summative data. The two instruments developed cooperatively by PSE and career education staff to collect this data were a pre/post questionnaire for teachers, and a pretest/post-test for students. Formative data was collected by PSE through interviews with selected project participants including teachers, students, parents, and community representatives. Evaluation results indicate that students who participated in the project activities and used the instructional materials substantially increased their awareness and knowledge of issues and information regarding sex-role stereotyping and non-traditional career options as compared with students who were not exposed to the program. Teacher gains at post-test time were not statistically significant, but reflected the pretest result indications that both experimental and control teachers already had a high level of knowledge and positive attitudes about sex-equity issues.

Dissemination A brochure describing project goals and activities was mailed to USOE project directors, directors of experience-based career education programs, state coordinators of career education, and other parties requesting project information. The brochure was also used in the recruitment of community sites for non-traditional student explorations. The Final Project Performance Report includes student curriculum materials, staff inservice materials and the Final Evaluation Report and is available upon request from the Jefferson County Public Schools, Career Education Department, 1209 Quail Street, Lakewood, Colorado, 80215 (303) 231-2368.

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PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)	—	—	—	48	2	50	—	—	--	23	27
SENIOR HIGH (10-12)				57	3	60				27	33
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (nonmatriculated)											
SUB-TOTAL				105	5	110				50	60
EDUCATIONAL PERSONNEL											
TEACHERS						16				8	8
COUNSELORS						5				3	2
ADMINISTRATORS						3				3	0
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY						approx. 150					
PARENTS						approx. 25					
OTHER (Specify) library media spec.						7					
TOTAL						316					

E FORM 457, 6/76

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: Education Amendments 1974

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: G007700100

ME AND ADDRESS OF GRANTEE ORGANIZATION

efferson County School District R-1
209 Quail Street
akewood, CO 80215

4. EMPLOYER IDENTIFICATION NO.: 1-846002817-A1

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: 554AH70543

6. FINAL REPORT: ☐ YES ☒ NO

7. BASIS OF REPORT: ☒ CASH ☐ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year) FROM 10 | 01 | 77 TO 09 | 30 | 78

9. REPORT PERIOD (Month, Day, Year) FROM 10 | 01 | 77 TO 06 | 30 | 78

TATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES						
	(1)	(2)	(3)	(4)	(5)	(6)	TOTAL
otal outlays previously ported	$ 16,970						
otal program outlays this eriod	11,293						
ESS: rogram income credits	-0-						
et program outlays this period	11,293						
otal program outlays to date	28,263						
ESS: Non-Federal share of rogram outlays	-0-						
otal Federal share of program utlays	28,263						
otal unpaid obligations	-0-						
ESS: Non-Federal share of npaid obligations	-0-						
ederal share of unpaid obligations	-0-						
otal Federal share of outlays nd unpaid obligations	28,263						
otal Federal funds authorized	45,815						
nobligated balance of ederal funds	17,552						

DIRECT EXPENSE a. TYPE OF RATE (Mark box)

☐ PROVISIONAL ☐ FINAL

☐ PREDETERMINED ☒ FIXED

TE: 10%

c. BASE: $41,650

TAL AMOUNT: 4,165

e. FEDERAL SHARE: 4,165

12. REMARKS (Attach additional sheets if necessary)

13. Certification: I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME / TITLE: Franklin G. Wood, Coordinator Special Programs

TELEPHONE: AREA CODE 303 | NUMBER 231-2363 | EXT

SIGNATURE OF AUTHORIZED OFFICIAL: Franklin G. Wood

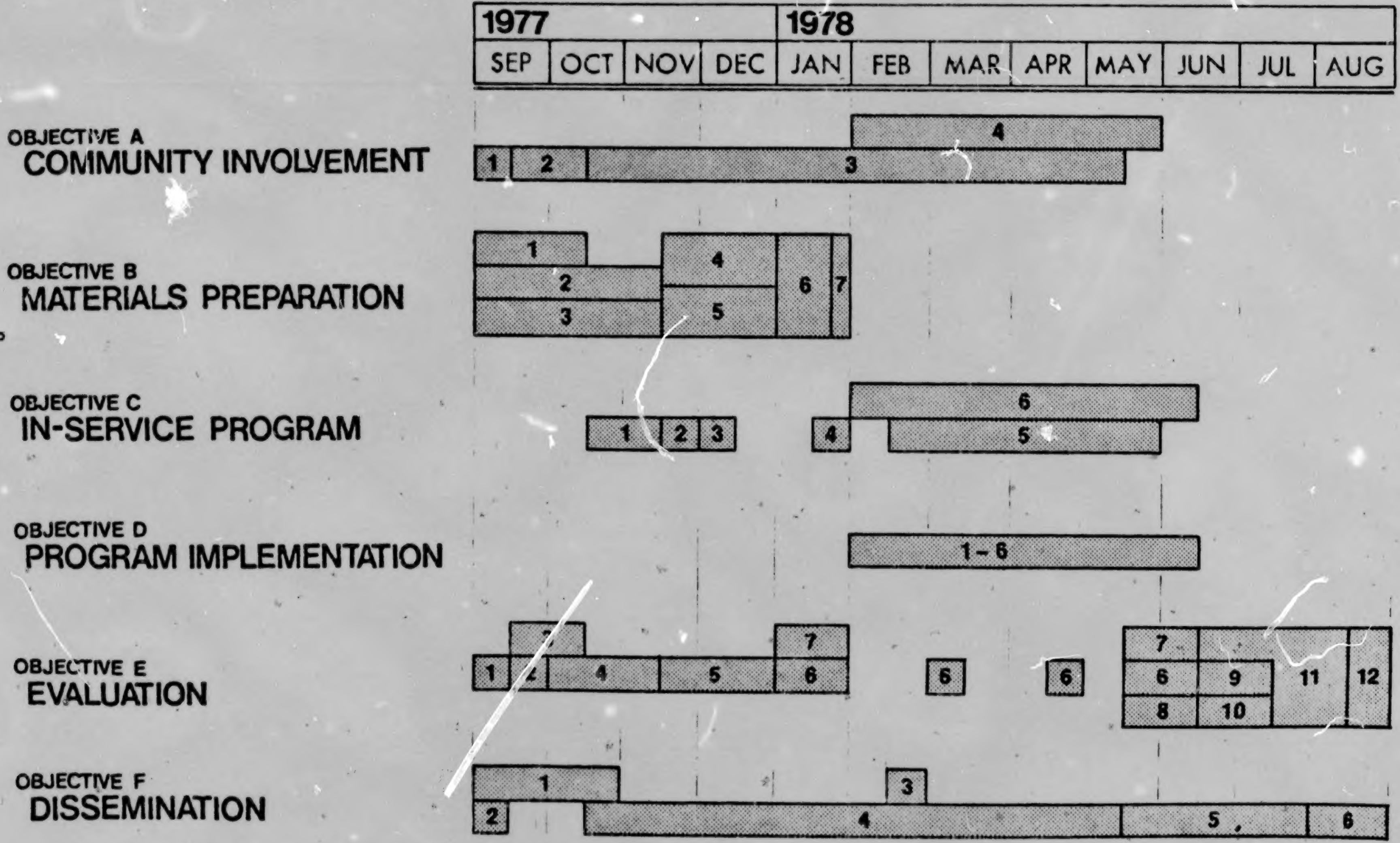
DATE REPORT IS SUBMITTED: 9/25/78

601T

Figure 1 October, 1977

PLACEMENT of JUNIOR and SENIOR HIGH SCHOOL STUDENTS in NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES in the COMMUNITY

Schedule and Sequence of Project Activity



Objective A

ESTABLISH AND MAINTAIN COMMUNITY INVOLVEMENT

1. Establish Project Steering Committee.
2. Inform parents and community representatives about project.
3. Enlist parent and community support.
4. Invite parents to accompany students in ECC experiences.

Objective B

PREPARE CURRICULUM MATERIALS

1. Review and revise current curriculum materials.
2. Develop and/or select curriculum materials to increase student awareness of sex-role stereotyping.
3. Duplicate materials.
4. Purchase resource materials.
5. Collect and assemble materials.
6. Deliver materials to schools.

Objective C

PREPARE AND DELIVER THE INSERVICE PROGRAM

1. Plan and prepare the inservice program and materials.
2. Arrange for college/inservice recertification credit (if appropriate).
3. Conduct sessions to introduce project and materials.
4. Conduct training session to prepare staff to use sex-fair counseling techniques.
5. Conduct follow-up sessions based on teacher/student needs.

Objective D

IMPLEMENT THE PROGRAM

1. Use curriculum materials with students.
2. Place students in nontraditional community-site explorations.
3. Provide students with sex-fair guidance and counseling.
4. Have students access information in the career resource center.
5. Involve students in the seminars.
6. Provide students with guest speakers.

Objective E

EVALUATE LEARNER OBJECTIVES AND ALL PROJECT ACTIVITIES AND PROCEDURES IN ACCOMPLISHING PROJECT OBJECTIVES

1. Select external evaluator.
2. Plan evaluation procedures.
3. Identify and review available evaluation instruments.
4. Select, revise and/or create instrumentation.
5. Submit instruments for clearance.
6. Evaluate student learner objectives.
7. Evaluate staff learner objectives.
8. Evaluate project objectives.
9. Assess effectiveness of the external evaluator.
10. Evaluate the dissemination process.
11. Summarize and analyze evaluation data from all sources.
12. Prepare and submit evaluation report.

Objective F

DISSEMINATE THE RESULTS OF THE PROJECT

1. Plan dissemination materials and procedures.
2. Create a brochure describing the project.
3. Prepare and submit Semi-Annual Report.
4. Prepare and submit Final Report.
5. Disseminate Final Report including inservice materials, curriculum materials and evaluation report.

FIGURE 2- April, 1978

PLACEMENT of JUNIOR and SENIOR HIGH SCHOOL STUDENTS in NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES in the COMMUNITY

Schedule and Sequence of Project Activity

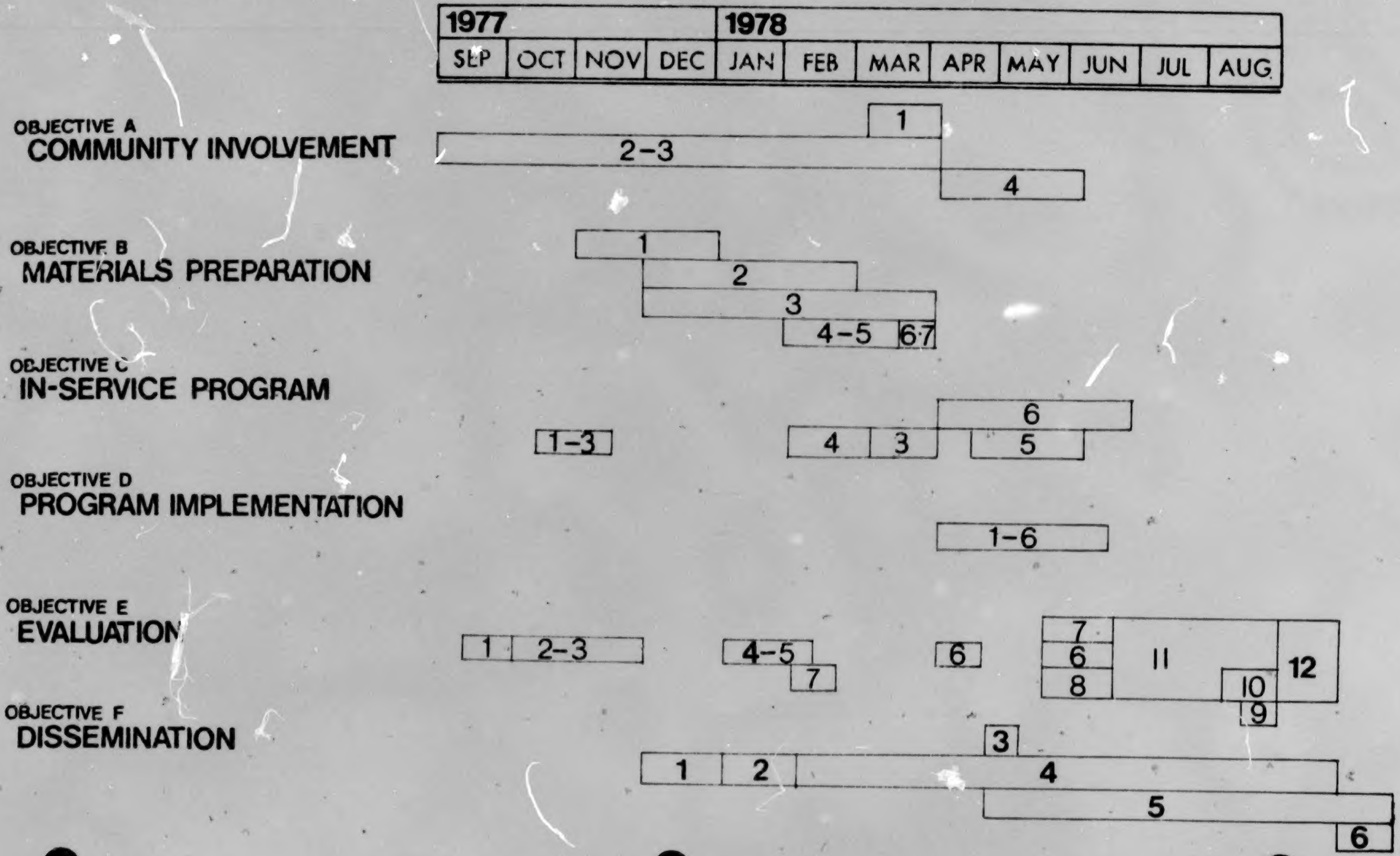
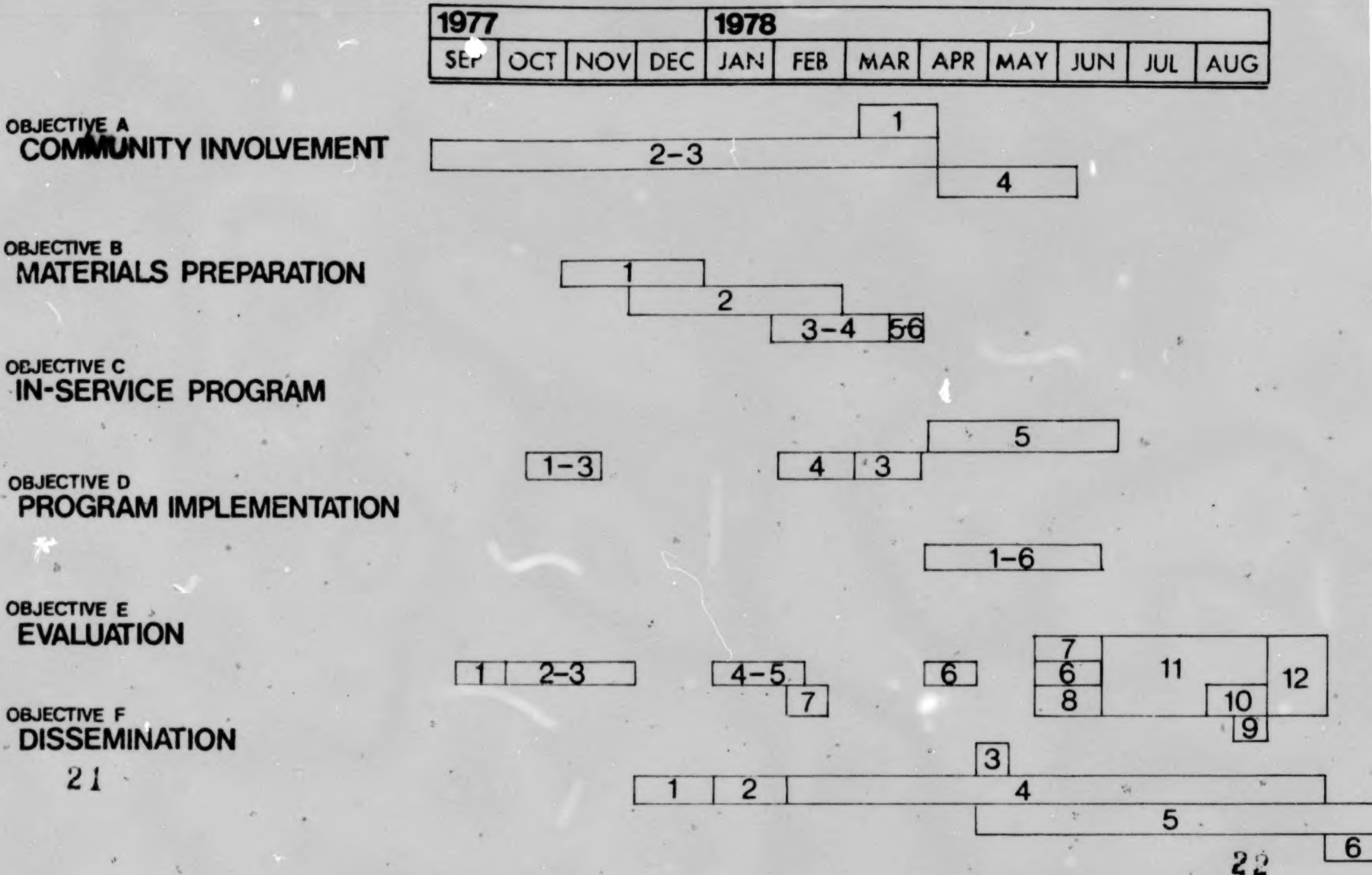


FIGURE 3- September, 1978

PLACEMENT of JUNIOR and SENIOR HIGH SCHOOL STUDENTS in NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES in the COMMUNITY

Schedule and Sequence of Project Activity



PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

Introduction

The 1977-78 project, "Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community," was funded by the U.S. Office of Career Education and conducted by the Jefferson County Public Schools Career Education Department. The major goal of the project was to reduce the narrowing effects of sex-role stereotyping on the career options secondary students consider and pursue through curriculum activities and experience with non-traditional role models in school and community settings. The vehicle for accomplishing this goal was the existing Jefferson County experience-based career education program, Exploring Careers in the Community (ECC).

Specific objectives of the project were: (1) Establish and maintain community involvement; (2) Prepare curriculum materials; (3) Prepare and deliver the staff inservice program; (4) Implement the program with students; (5) Evaluate the learner outcomes and project processes; and (6) Disseminate results of the project.

The project was conducted on a pilot basis in one junior high and two senior high schools in the district. Participants directly served included approximately 110 8th through 12th grade students and 30 teachers, counselors, library media specialists and administrators. More than 150 members of the local community (including parents) were recruited as resource persons and community instructors for student exploration experiences.

Major Activities

I. Establish and Maintain Community Involvement An important prerequisite to successful operation of the project was the initial and continuing involvement of the local community. A major vehicle for recruiting community sites and guest speakers for student non-traditional exploration experiences was the district Career Education Community Resources Clearinghouse, established with CETA Funding in 1977.

In September and October of the project year, four key community representatives from Mountain Bell Telephone, Colorado Associated General Contractors, Mountain States Employers' Council, and Colorado Association of Commerce and Industry were asked to supply lists of potential non-traditional community resources for the project. Using these initial lists and additional contacts provided to the Community Resources Clearinghouse by teachers, students, and parents, over 150 community sites throughout Jefferson County and Metropolitan Denver were recruited. Each site was analyzed and catalogued in terms of specific non-traditional experiences it offered students either at the worksite or through the ECC classroom. Recruitment and use of these sites continued throughout operation of the project.

The Project Steering Committee was a second source for lists of non-traditional community resources, and served as well to provide direction and feedback regarding project activities and materials. Its active membership included two parents, one community representative, one school administrator, three students, three teachers (one team leader from each of the project schools), and the Project Specialist. The committee met monthly, once before the project was implemented with students, once during implementation, and once after implementation. Input from committee members provided formative data for continuing operation of the project and revision of materials and procedures.

Parents and community members were informed about the project with a descriptive brochure as well as by informal exchanges of information. Parents were invited to attend the guest speaker/panel presentations at the project schools and to accompany students on non-traditional community site visits. Unfortunately, parent participation in this activity was extremely low. According to both students and teachers in the program, this lack of involvement was attributable more to the fact that student activities occurred during working hours (thus preventing many parents from attending) than to lack of interest or desire to become involved. Parents did become involved when called upon to suggest or provide community work sites for student exploration experiences.

The overall response of the community was both positive and supportive, as indicated by willingness on the part of parents and community representatives from a wide range of occupational fields to provide time and learning resources for student activities.

II. Prepare Curriculum Materials Development of curriculum materials was based upon ten student outcomes which addressed the following general areas: examining personal attitudes about female and male roles, identifying instances of sex-bias in career-related materials, applying examples of social, economic and legal factors which affect male/female participation in the work force, and exploring non-traditional careers.

Initial planning and conceptualization of the student materials was begun in the fall of 1978. ECC teachers generated and outlined a variety of activity ideas. It was originally planned that teachers would not only conceptualize the activities, but write them as well. Because of extensive demands of the developing ECC programs, teacher products were limited in completeness, but served to structure the basic student materials. Finished activity pieces were created through cooperative efforts of the Project Specialist and two writers with extensive experience in career education curriculum development.

Student materials include (1) Guidance Activities (G-15: "The Fable of He and She," and G-16: "Type-Casting") which introduce concepts related to female/male roles in society and (2) one curriculum unit for the junior high level ("Exploring Male and Female Career Roles") and one for the senior high level ("Who are We?"). The guidance activities are designed to be used either by small groups of students or by the entire class, while the curriculum units allow students to work individually. While all activities are related, each is able to stand alone or to be adapted for flexible use within the larger ECC program. Commercial films, books, and other resources related to the activities were made available to the schools on a check-out basis through the district Career Education office.

Revision of the student curriculum materials was completed in the fall of 1978, after consideration of formative data gathered from selected students and teachers who used the materials. The finalized units are found in Section II of this report.

III. Staff Inservice The inservice program was developed from the twelve staff outcomes which are closely aligned with the ten student outcomes. By design, it was intended that staff experience the same kinds of activities as students, in addition to being prepared to serve as knowledgeable resource persons for the student activities. Planning and conceptualization of the staff inservice program was a joint effort of teachers and career education staff, and resulted in some modification of the original inservice design.

Constrictions on teacher release time and after-school time were major considerations in altering the format, but not the content, of the inservice program. (Originally, all inservice activities were to be conducted in a workshop setting.) The option of receiving college/recertification credit for the workshop time was offered in an informal survey conducted among school staff during the planning meetings of Fall, 1978. This option was rejected, and teachers agreed upon an alternative format they felt to be more reflective of their needs. The new format provided for instruction in the use of the Community Resources Clearinghouse, participation in the Sex-Fair Career Guidance Workshop and self-paced completion of the Staff Inservice Module. Each is explained briefly below.

In October, November and December of 1977, meetings were conducted by career education staff and attended by all ECC school staff to provide information about the use of the Career Education Community Resources Clearinghouse and the accessing of non-traditional guest speakers and community sites for student exploration experiences. Through these meetings, and through periodic meetings held later in the project year, adaptations of clearinghouse procedures were made based on changing student and teacher needs.

The Sex-Fair Guidance Workshop was conducted on two consecutive days,

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February 15 and 16, 1978. The same program was offered each day to avoid the use of substitutes in ECC classrooms, which teachers felt would hinder the operation of their on-going programs. (Because each ECC classroom had at least two subject area teachers working jointly in the program, workshop attendance could be arranged so at least one experienced ECC teacher remained in the classroom each day.) Workshop participants were teachers, counselors, library media specialists and administrators from the three project schools, as well as ECC staff from eight additional district secondary schools not directly involved in the project.

The workshop was planned and delivered by career education staff and two local consultants with expertise in the areas of career counseling, implementation of Title IX Regulations, and promoting sex-equity in career education materials and practices: Dr. Nancy Scott, Director of the Institute for Equality in Education at the University of Colorado at Denver, and Dr. Martha Fair, Title IX Consultant for the Colorado State Department of Education. Major objectives of the workshop were to have participants (1) identify personal values regarding male/female roles, (2) identify sex-bias in career-related materials and practices, and (3) demonstrate ability to use selected sex-fair materials and guidance techniques in a simulated classroom/counseling situation.

Workshop activities included the pretesting of experimental and randomly selected control group teachers, guest speaker presentations, small group activities, and large group discussion related to the workshop objectives. A brief Workshop Evaluation Sheet was administered to participants at the end of the day. Participants indicated that they felt more time was needed to adequately cover the workshop objectives, particularly the "practice" counseling situations, but that the workshop was both necessary and an important way to help teachers increase their awareness about sex-role stereotyping. Sample workshop materials are found in Section II of this report.

The Self-Directed Staff Inservice Module was utilized by nine project school ECC teachers as a training tool and resource handbook. The Module included a variety of activities generated from the staff outcomes, and was designed to help teachers provide sex-fair counseling, set up non-traditional guest speaker presentations and community site exploration, encourage parent involvement, analyze career-related materials for sex-fairness, examine the social/economic factors and apply the laws related to sex-bias and discrimination.

The Module was designed so that teachers received the information necessary to conduct the project with students, as well as experiencing some of the same activities students would be doing. The format allowed teachers to work at their own paces within the hours of program operation, thus alleviating the problem of trying to conduct these activities in a workshop setting alone. A brief session to introduce teachers to the inservice module and student curriculum materials was conducted on a school-by-school basis prior to the beginning of pilot testing in April 1978.

After program implementation, teachers were post-tested and interviewed to obtain feedback for the revision of the Inservice Module. Revisions reflect the reaction on the part of teachers that the Module (1) was a necessary learning tool and resource handbook, (2) should be shortened to contain the most pertinent information and activities which relate to the student program and (3) should give more meaningful emphasis to activities dealing with the practice and monitoring of sex-fair counseling techniques, since that is still an area in which teachers with little counselor training feel unprepared. The Staff Inservice Module can be found in Section II of this report.

IV. Implement the Program During a nine-week period in April and May of 1978, the program was implemented with 110 8-12th grade ECC students in the three project schools. Activities included: use of the curriculum materials, explorations with workers in non-traditional jobs at community sites, guest speaker/panel discussion presentations in the classroom, and counseling by ECC teachers with emphasis on encouraging each student to consider and explore a wide range of career options, particularly those considered non-traditional for the student's sex.

The original implementation plan was to pilot the non-traditional roles project twice during the school year, once during the winter and once during the spring semester of 1978. Because the complete ECC program was under development concurrently with project operation, it was not possible to pilot the program twice. The most appropriate time for implementing the project became the final nine weeks of ECC program operation in spring, 1978. This change did not hinder implementation, but did prompt one school in the project (Golden Senior High) to modify the way curriculum materials were used with students.

Implementation occurred similarly in two of the project schools, Wheat Ridge Junior High and Jefferson Senior High. At Wheat Ridge Junior, students were pretested and introduced to the concept of traditional and non-traditional career roles with the guidance activity, "The Fable of He and She." Students were then assigned the curriculum unit, "Exploring Male and Female Career

Roles," and worked individually to complete the unit (including a requirement of at least one non-traditional community exploration experience) over a period of about four weeks. In May, speakers from Western Federal Savings (male bank teller), City of Lakewood Police (female officer), AT&T Longlines (male service assistant), and a female veterinarian in private practice participated with students in rotating small group discussions dealing with opportunities for non-traditional careers in the presentors' respective fields.

At Jefferson Senior High, after student pretesting, the guidance activity "Type-Casting " was conducted with the entire class to introduce concepts related to sex-role stereotyping. A panel discussion was conducted in May, including representatives from Grubin & Company (female real estate agent), University of Colorado School of Nursing (male nurse), City of Lakewood Police (female officer), and a male homemaker. Students had an opportunity to question speakers about their non-traditional jobs, lifestyles, personal feelings and attitudes throughout and following the presentations. Students then completed the senior high curriculum unit, "Who Are We?," over a three-week period.

Golden Senior High School, referred to earlier in this section, chose to modify the project because of particular needs of their full-day ECC program. Teachers drew upon the curriculum unit, "Who Are We?," for particular activities to conduct in a seminar-style format with small groups of students. Golden students elected to invite speakers to address the topic of affirmative action in industry, government and education, taking a slightly different perspective than the other two project schools. Guest speaker presentations were made by representatives from the regional U.S.

Office of Civil Rights and Mountain Bell Telephone. Small group discussion followed, addressing issues related to race and sex "quotas" in business, industry, government and educational institutions. Students also discussed their personal attitudes about the roles of females and males in the work force, using the "Male/Female Roles Self-Rating Scale" provided in the curriculum unit.

In all three schools, teachers were periodically provided with updated lists of community sites offering non-traditional exploration experiences. Students were able to choose sites from these lists (or any other available sites which offered similar experiences) based on their interests in a particular occupation or career field. Through weekly as well as "need basis" counseling sessions with teachers, all students were encouraged to explore careers non-traditional for their sex. At the end of May and into early June, 1978, students were post-tested to determine the effects of the program on their attitudes, perceptions and knowledge of male/female career roles and options.

V. Evaluation The Evaluation Plan was developed by November of the project year and included, by objective, the type of measurement to be used, responsibilities of both the external evaluator and the project staff, and the documentation or instrumentation to measure attainment of learner outcomes and project objectives.

Evaluation instruments developed jointly by the external evaluator, Policy Studies in Education, and Jefferson County project staff include the Staff Pre/Post Questionnaire and the Student Pre/Post Test. The instruments were designed to measure cognitive and attitudinal growth based on the staff and student outcomes. Both staff and student instruments were paper and pencil tests, including multiple choice questions, checklists, and fill-in-the-blank items. In addition, written evaluations for the Sex-Fair Career Guidance Workshop were obtained from teachers, counselors, library media specialists and administrators who participated.

Staff Questionnaires were administered to experimental and control groups of teachers in the Exploring Careers in the Community program at the beginning of the Sex-Fair Career Guidance Workshop in February, and again after experimental group teachers completed work on the Self-Directed Staff Inservice Module in May. Project students were tested before their exposure to the curriculum materials and project-related activities in April, and again after exposure, in late May and early June. A similar control group of students participating in the ECC program (but not the project) were pre- and post-tested for comparitive purposes.

After project implementation, the external evaluator reviewed items of documentation and project materials. Evaluation interviews were conducted with selected students, parents, teachers and community representatives who took part in the project. Information from the interviews provided helpful formative data which was then used to make revisions in the student curriculum materials and the Staff Inservice Module. An additional source of formative data was the information compiled from the brief evaluation sheets completed by participants attending the Sex-Fair Career Guidance Workshop. Both formative and summative data was analyzed and presented by the external evaluator in a first-draft evaluation report which was reviewed by project staff. The Final Evaluation Report details evaluation design, instruments developed, testing results, and analysis of project success and can be found in Section I of this report.

VI. Dissemination Final plans for disseminating information about and results of the project were made in fall, 1978. Dissemination materials are (1) a brochure describing project goals and activities and (2) the Final Project Performance Report, including student curriculum materials, staff inservice materials, and the Evaluation Report.

The brochure was mailed beginning in February 1978 to U.S. Office of Education Project Directors, directors of experience-based career education programs, State Coordinators of Career Education, and other parties requesting project information. The brochure also served as an excellent tool in the recruitment of community sites for non-traditional student explorations throughout the project year. The Final Report is available, upon request, from Jefferson County Public Schools.

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PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

Review of the Final Evaluation Report
Submitted to the Jefferson County Public Schools Department of
Career Education, Lakewood, Colorado
by Policy Studies in Education, New York, New York

September 1978

The Final Evaluation Report for the 1977-78 project, "Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community," while not presented in formal, heavily analytical or statistic-laden style, communicated in understandable terms the formative data requested of the third party evaluator by the project staff. The formative data was particularly helpful in revisions of both staff and student instructional materials. Suggestions proposed by Policy Studies in Education were carefully considered, and several revisions made in the instructional materials were based on these suggested changes. Refinement of either the student or staff evaluation instruments will be made if they are used in future implementation of the program.

Agreed upon deadlines and time schedules were met by the external evaluator. Communication between the project staff and PSE was maintained throughout the project year and proved to be sufficient in facilitating project evaluation activities.

Improvements which would have added to the completeness of the Evaluation Report and served to formalize the presentation are the inclusion of 1) an evaluation Report Abstract, and 2) a summary of demographic data for both students and staff involved in the project. Additionally, as the Evaluation Report itself stated, certain items on the measurement instruments (items designed to discern change in student or staff attitudes regarding sex-role stereotyping of male/female roles) might have been written to discriminate more sensitively.

Overall, both the Evaluation Report and the relationship maintained with Policy Studies in Education staff throughout the project year were sufficient, accommodated the needs of the project, and contributed to constructive revision of project materials and procedures.

POLICY STUDIES IN EDUCATION
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FINAL EVALUATION REPORT

FOR

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NONTRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

Prepared for

Jefferson County Public Schools
Jefferson County, Colorado

August 18, 1978

A DIVISION OF THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

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INTRODUCTION

Policy Studies in Education (PSE), a Division of the Academy for Educational Development, a non-profit research organization based in New York City, served as the third-party evaluator of this Project, "Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community," part of the Jefferson County (Colorado) Exploring Careers in the Community Program. Our work was conducted during the 1977-78 project year and included a variety of formative and summative evaluation tasks.

PSE developed two instruments during the year for our use in evaluating the Project--a pre/post questionnaire for teachers participating in the Project and a pretest/posttest for students participating in the Project. The administration of these instruments and the results are fully described in this report. While these results provide summative evaluation data on teacher and student learning during this first pilot year of the Project, we have presented the data in a way which we feel will help the Project staff as they work on refining Project materials and components in preparation for further implementation of the Project. In order to gather strictly formative evaluation information, PSE made a site visit to Jefferson County in June, 1978, to interview Project participants--administrators, teachers, students, and community members--about the Project and to review and critique Project materials which have been developed for teachers and students. Our summary of this site visit and recommendations based on it are also included in this report.

We have presented the site visit report first so that the reader can gain a more thorough understanding of the Project and so that some of our recommendations based on this visit can be kept in mind as we describe later the strengths and weaknesses in student and teacher learning which become apparent from the test and questionnaire results. Student test results are presented next, followed by findings from the teacher questionnaire.

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SITE VISIT REPORT--
INTERVIEWS WITH PROJECT PARTICIPANTS AND REVIEW OF PROJECT MATERIALS

PSE staff conducted a site visit in Jefferson County on June 1, 1978, for the purposes of: (1) interviewing Project participants--administrators, teachers, students, and community members--to determine their feelings about the effectiveness of the Project and their suggestions for Project improvement; and (2) reviewing the latest versions of the student and teacher materials created for the Project. These formative evaluation comments are offered to help the Project staff as they revise Project materials for next year and take another look at Project components.

First of all, we would like to make some general comments on the materials themselves. PSE feels that the materials--both student and teacher—are outstanding. They are certainly as good as any materials we have seen on the subject of nontraditional roles and sex stereotyping. They cover a variety of aspects of the topic--from personal feelings and values to hard facts and statistics about the laws and the labor market. The range of activities and topics covered is quite excellent. The outcomes which are listed for staff and students are sound and specific and should give both groups a clear idea of what they will accomplish through use of these materials.

One concern which was expressed by several of the faculty in the three different schools which PSE staff visited focused on the student materials directly, but we think it is equally applicable to the teacher materials as well. The faculty members felt that students were developing an intellectual understanding of sex stereotyping and nontraditional roles, but that the materials were not getting past that level of intellectual thinking down to the students' real feelings about male and female roles. In other words, students might be able to give the right answer on a cognitive test, but their opinions and attitudes would not have changed substantially. We talked at length about whether or not feelings and attitudes were the province of teachers. Was it the teacher's responsibility or even right to try to change students' attitudes and values? Most of the faculty members we spoke to felt that it was not. They would settle for giving each student an awareness of his/her own attitudes and values and promoting a student's acceptance of the attitudes and values held by others--classmates as well as the society in general--concerning male and female roles. PSE believes that promoting the acceptance of others' values and giving students the information they need to understand sex stereotyping or nontraditional roles coupled with individual counseling and help when it is needed--and indeed that was provided on occasion by the faculty members--is probably as far as most of these teachers feel comfortable in taking students with this material. However, if they can get students to that point, it is an impressive accomplishment.

The controversial nature of this subject leads to another problem: students with more traditional values and attitudes may be made to feel strange, uncomfortable, or out-of-step by their teachers or other students. Despite the teachers' feeling that students' real attitudes may not have changed, many students whom we interviewed told us that their attitudes had changed and that they were now more open to a variety of roles and opportunities which they had not previously considered. But one student did say that she still wanted to be a homemaker and have her husband support her and that she was made to feel uncomfortable throughout the exercises which were done from the materials.

This problem needs to be addressed--perhaps simply by Project staff with the faculty in the next workshop or in a written piece in the materials. Teachers might be told that, when students have been given the appropriate information and when they understand options available to them, their choices--

whether traditional or not--need to be ones that they feel comfortable with at that point in their lives. Let the teachers discuss what their students are like and how they feel they can best give students a better understanding of themselves and their alternatives.

There is one other concern which affects the materials generally. Many of the staff and students felt that the material was heavily weighted with female-oriented information and concerns at the expense of male-oriented information and concerns such as: (1) males in nontraditional roles; (2) reverse discrimination; and (3) dealing on an emotional level with women taking new positions in the world of work or at home. For both the male teachers who have to use these materials and the male students who need to be able to make some kind of identification with the materials, some exercises or parts of exercises might be added or rewritten to focus on male concerns. PSE feels this would make the materials much more interesting and palatable and would be a good supplement to the already excellent information provided on female concerns.

Separate discussions of the junior high, senior high, and inservice materials are presented below.

Junior High Mini-Unit

The junior high mini-unit, in general, got very high marks. Students felt--and teachers concurred--that this mini-unit was more interesting than some of the other mini-units these students are using; this is largely due to the variety of learning resources, such as the community, which are called for and used. Students did not feel that this mini-unit was intellectually easier than the other mini-units--just more provocative. They liked the fact that they had to think for themselves in many of the exercises and formulate their own viewpoints rather than simply doing standard school exercises like 50 math problems. The junior high school students whom we interviewed did feel that their attitudes had changed as a result of using these materials and that they understood better the options available to them in choosing a role for themselves in the world of work.

Here are a few comments on individual activities. The baby cards activity was not a big winner. Teachers felt it took a lot of time and, even after the students spent the time on it, many of them missed the point. The students with whom we spoke did not enjoy doing the activity either. It may have been a cute or catchy idea, but does not seem to be working very well; we would recommend that it be revised. For instance, the cards might be supplied so that students would not have to go out and look for them. Students had commented that it was hard to find baby cards for one sex or the other in the places they looked. This may or may not be true; but, if it is, it does pose an unnecessary problem which keeps the students from getting to the point of the exercise.

Next, the statistics and facts which are included in the materials are quite good. The materials supply a lot of information, and students enjoy reading it and learning it. Some students we interviewed--unprompted--quoted some of the facts from the materials; this is good evidence that the students really are learning.

On the other hand, the section on laws, while it also has this basic factual nature, seems to be dull. Students thought--and PSE concurs--that the section was hard for them to understand and perhaps needed to be presented in a more interesting way. One idea would be to bring in lawyers who deal in discrimination cases and have these lawyers talk to students about the different laws, perhaps highlighting cases they have handled in the past.

We think this would give a more immediate and memorable quality to the material which tends to be somewhat dry, according to the students and teachers. Consider finding some lawyers in your area who would be willing to talk on this subject and include their names as resource persons with this activity so teachers can easily contact them and call on them to help.

Another major part of the materials is, of course, the community exploration itself. The teachers at the learning center felt that it was not structured enough. In other words, students could slide through it too easily; one teacher even felt that students had simply made up the information rather than done the work of interviewing a community member. That teacher suggested that a written summary of the whole interview be required so that students were forced to provide more information in a more detailed fashion, rather than simply answering several questions. A written summary might also have the extra benefit of helping students improve their written communication skills. Furthermore, some students did their interviews by telephone rather than in person, and PSE thinks that loses the quality of seeing someone at work in a nontraditional field and getting a firsthand feeling for what it is like to be around a male nurse, for instance. PSE would encourage the Project staff to design the activity so students are aware that they must go out and find someone in the community and do the interview in person. It does not necessarily need to be long. For most of these students, 20-30 minutes would be sufficient. The students we interviewed did say that they enjoyed this exercise, that they liked having a chance to ask specific questions of these workers, and that they thought it was interesting to hear workers in nontraditional roles give their viewpoints on their jobs and themselves.

The guest speaker activity in the materials was carried out in the junior high school by bringing in workers in nontraditional roles--four or so were brought in--and letting students talk to them in small groups in the classroom. The students rotated from group to group so that each student had a chance to speak to each nontraditional worker in a small group setting. Both students and teachers were very much impressed with this activity, and they felt that it allayed some of their fears about what a male nurse or househusband, for instance, must be like. Students needed to see that workers in nontraditional occupations are normal people who are simply doing what they like to do, regardless of what people have been brought up to believe about those jobs. One of the teachers made an interesting suggestion: married couples, both of whom work—in nontraditional roles or not--should be brought in to talk to students so they can see what it is like when both the wife and the husband work. This will help students believe that it is acceptable for women to work and that they do not have to sacrifice a home and family when they do so.

A final technical comment on the junior high school mini-unit, based on the version of the materials we reviewed (this may not have been the final version). We feel that it is confusing for the user to have to find the worksheet attachments by looking back and forth in the mini-unit. If there is any way the attachments can be integrated with the student directions, it would be highly desirable. In other words, the student would get the directions for an activity and then the worksheets right after it. Then the student would get the next directions for the next activity and those worksheets. This is more orderly than referring students to attachment 1, 5, 7, 52, etc.

Finally, we were most impressed with the quality of the two teachers with whom we spoke as well as the administrative support which is provided for the Project as a whole. PSE believes they are doing a fine job, and the Project staff should be well pleased with the junior high's efforts.

Senior High Materials

Two overall comments need to be made regarding the senior high school materials before discussing the specific exercises in them. First, the Project staff needs to decide whether or not to force students to do a nontraditional role exploration. Teachers do not seem to be in favor of a policy like that, and PSE is not sure that it is meant to be the Project's policy, either. Some intermediate stage between a 20-minute interview and a 3-or 4-day exploration probably needs to be found for exploring nontraditional roles--perhaps one day on-site with a worker in a nontraditional role would give a student enough of a taste for it without being overburdensome, if the student is not really interested in a specific nontraditional occupation. Certainly, it would not hurt a student to do a one-day exploration for the attitudinal and value-oriented side of the nontraditional role coin, rather than the job information side of the coin. The Project staff should discuss this matter further with the faculty members in the high schools and see what their feelings are about it. We think they have some fairly strong opinions to express.

A second overall comment concerns using the materials as a unit versus breaking them up and, in effect, infusing them throughout the ECC program by scattering the exercises to provide a touch of sex equity here and there when appropriate. Along with some of the teachers, PSE thinks that scattering and infusing the materials in ECC is a very interesting proposition; students might then view nontraditional roles and sex equity as an integral part of their complete work exploration experience rather than as a single, separate piece ("today we do them and then we forget about them tomorrow"). This is similar to the argument of career education infusion versus career education as a separate subject.

However, when we asked students their opinions, they seemed to like having the materials together in one unit. It was more forceful and effective, the students thought. Indeed, the information and attitudes they gained as a result of using the materials did seem to have stuck with them. For instance, students said that they are now very aware of TV commercials and materials they see; they look for sex stereotyping in them, notice it, and discuss it. Therefore, the fear that using the materials as one unit will not carry over for students in the future as they meet other sex stereotyping situations does not seem to be justified. We would advise that these two alternatives be discussed with your senior high teachers--the full-unit approach versus the scattered, infused approach--and see what their ideas are. One school may want to try it one way and another the other way so that the Project can get feedback on both and then can make the best decision, based on how much students learned using the different approaches.

Here are some more specific comments on certain exercises in the materials. PSE thinks that the letter to the publisher pointing out instances of sex bias in the publisher's materials is a quite good and interesting exercise. One school did a similar activity--it may have been a substitute for this one--in which they looked at a brochure of a company and analyzed it for sex bias. Students seemed to enjoy that activity, as did the teachers.

Again, good information on facts and statistics about women in the labor market was provided. The activity of surveying people to collect their estimations of these statistics is a good one. It lets students see the perceptions of others and lets them inductively realize the importance of knowing the real information so that they can make good decisions about their own futures. One teacher commented that the answers to the factual questions in this section were difficult to find in the source material which was provided for students and, after all, looking for the answers was not the object of the exercise. In other words, it was not a research activity designed to enable students to use reference materials. The object was for the students to know the answers. The materials did not seem too complicated to PSE staff, but the teacher probably has a better understanding of his students' ability than we do.

Next, on the section about laws, the same comments might be made as were made for the junior high school. This section is not particularly interesting or exciting for students, even though these senior high school students probably did not find the material as hard to understand as the junior high school students did. Again, our suggestion of bringing in lawyers to discuss the laws would probably be a good idea for the senior high school students as well. One of the two seminars which were held in one high school did deal with affirmative action; the students liked that one because they felt that they learned about their own rights as a result of the seminar. More of that kind of use of the community on these legal issues would be highly advisable, in our opinion.

To go further with the seminar component of the Project, the other high school had a panel of speakers come in to talk to students. Again, these were four workers in nontraditional roles, and the panel was a great success. Students enjoyed seeing nontraditional workers firsthand, hearing about problems these workers had faced, and seeing that they were normal people like anyone else. The teachers thought the panel was excellent and felt that they will continue to do one panel presentation like this each semester. We spoke to some of the community members who had been involved in the presentation, and they were also quite favorably impressed with the panel and with the students themselves. The community members felt the students were well prepared for the presentation and that they asked good, insightful questions. Each community member we spoke with said that he or she would be glad to participate again.

Finally, let us make a few comments on the explorations in the one high school where students actually did them. Typically, students went in pairs to the work sites to talk to a nontraditional worker for about one to four hours. The students whom we interviewed enjoyed the exploration and seemed to learn from it. The time they spent on the exploration seems to be about right, although PSE would suggest some options be available for students (e.g., a full-day exploration with a nontraditional worker, if the student is really interested in that job; two half-day explorations, if the student thinks he/she may be interested in those jobs; several one-hour interviews, if the student simply wants to find out what it is like to be in a nontraditional role and to explore his/her own attitudes and values about nontraditional roles). In other words, the length of the exploration could justifiably turn on the student's interest in that particular job. The Project staff should explore some of these alternatives for explorations next year and see which work best.

Inservice Materials

First of all, teachers were very positive about the workshop they attended for the Project, and PSE feels it must have been a good kickoff to their involvement this year. The Project did, however, have the problem of teachers who did not complete the inservice module--mostly, they said, due to lack of time and their just not getting around to it. Teachers did feel the module was interesting when they had the time to work on it. It is possible that teachers need the reinforcement of a workshop experience or an individual meeting with the Project staff in order to get through a whole series of in-service materials like the ones provided. The Project staff should, therefore, consider a different approach next year, such as interspersing the independent study use of the module with mini-workshops or meetings in each school with the teachers to discuss how they are doing, what they have completed so far, and what their next steps should be.

Here are a few comments on specific activities. PSE thinks the typecasting activity is excellent, if students do not rig their answers. Again, the material provided on statistics and facts about women in the labor market, etc., is quite good. Teachers appreciated having that resource material all in one place, and they do need it for their own understanding of the subject, in our opinion. It would be interesting to add some statistics on the percentage of women in certain male-dominated occupations (such as the percentage of women dentists or school superintendents--both of which recently were under 10%--or women doctors--about 12% in the U.S. compared to approximately six times that in the Soviet Union). The materials might also be designed to discuss the differences in cultures which lead to male-female role reversals.

Next, PSE feels that the McGraw-Hill guidelines for equal treatment of the sexes are excellent and that the guidelines are a well organized presentation of that kind of material. This is as good as we have seen on the topic.

Concerning the counseling activities, teachers seemed to think these were somewhat ineffective or objectionable. For instance, the activity in which the teacher is supposed to counsel a student either traditionally or nontraditionally, without telling the student what the teacher is doing, meets with the objection that teachers do not favor "setting up" students like this. Therefore, teachers are not inclined to use this activity. Another counseling activity in which a teacher is supposed to have another teacher observe him/her is also unpopular because it makes the teachers feel awkward. In attachment 11, where the variety of counseling incidents are described and the teachers are supposed to decide whether or not the counselor's behavior is sex-biased or sex-fair, we feel that the incidents are too unsophisticated and not challenging. These may be rewritten to make them more difficult--that is, make the problems harder to deal with and make the answers less obvious.

Next, one teacher suggested that the list of community sites which is included for nontraditional placements should be annotated, and PSE strongly agrees. For instance, it would be helpful if teachers were given the names of the people to contact at the work sites along with a better description of the nontraditional roles which they could find there. It would also be helpful to know whether or not these nontraditional workers are interested in talking to students and, in fact, can do a good job of talking to students. As we all know, not all community members interact well with students--whether or not they have good information to impart.

Finally, the forms for guest speakers--the guidelines, the record, the autobiography, the presentation guide, and the evaluation sheet--are quite good, and we hope they are being used well. The Project staff should be compiling the results of their use in order to assess the effectiveness of this component.

A Note on Parental and Community Involvement

It seems to us that the Project might benefit from greater parent involvement. Although students said their parents were generally supportive of any activities they had done in relation to this Project, one student suggested that students put on a play where all the roles are reversed and invite their parents to come see it as a way of stimulating discussion and provoking thought. PSE thinks this is a fine idea and might be something that a school would consider doing. Inviting parents to the panel discussions is another way of catching their interest without threatening their own attitudes and values.

Overall, we think the Project needs to strengthen community involvement through the explorations and student interviews. The community members we interviewed were very willing to cooperate and very positive about the Project. That is a good start. We still believe, however, that they could be involved more heavily and utilized more often.

A Final Note

The teachers praised the Project staff as accessible and most cooperative. The teachers at one high school were impressed that a staff member came to talk to students before ECC students made choices about explorations so they would have the chance to consider nontraditional ones. The Project staff certainly has laid the goundwork with the teachers for a continuing, mutually beneficial relationship.

RESULTS OF THE STUDENT TEST

The Project staff established ten student outcomes which they hoped junior and senior high school students who participated in the Project could achieve during this first year of operation. Teachers participating in the Project provided learning center and community activities--taken mostly from the teacher and student materials developed by the Project--for their students to help them achieve these outcomes. The Project is to be congratulated for identifying specific and important outcomes for students as part of their materials; furthermore, the Project staff should also be congratulated for setting student learning objectives and testing for them in this first year of operation since relatively few projects are willing to be held accountable for producing student learning in so short a time.

The Project established ten intended student outcomes: (1) six outcomes are addressed to students' knowledge about sex role stereotyping and nontraditional career options for men and women; (2) one to students' attitudes; (3) one to a combination of knowledge and attitudes by asking students to think about their future plans; and (4) one to students' participation in Project activities. PSE developed a seven-page pretest/posttest to measure nine of the ten.

Students were pretested in mid-April, 1978, and posttested in late May, 1978--an extremely short student "treatment"; thus, any changes from pretest to posttest should be considered as highly favorable to the Project since it had such a short period of time in which to influence the students.

A pretest/posttest with control group design was used in order to determine both whether students in the Project (the experimental group) made considerable gains in learning from pretest to posttest time and whether these experimental group students differed measurably from similar Jefferson County students who did not participate in the Project (the control group). The experimental group was made up of: 49 pretested and 45 posttested students from Wheatridge Junior High School, 18 pretested and 15 posttested students from Jefferson Senior High School, and 41 pretested and 41 posttested students from Golden Senior High School. A roughly comparable control group was made up of: 83 pretested and 78 posttested students from Alameda Junior High School, 44 pretested and 39 posttested students from Green Mountain Senior High School, and 27 pretested and 26 posttested students from Pomona Senior High School. These student sample sizes are generally large enough to provide credible results which could reasonably be extrapolated to predict probable test performance of other students—at least students like those in Jefferson County.

For the purposes of this analysis, PSE has decided to consider a pretest to posttest difference of 5 percentage points large enough to indicate student growth (10 percentage points were set for students at Jefferson Senior High School since the sample size there was considerably smaller.) We feel that the Project should have impacted student learning at least to this degree and that less substantial gains would not be viewed as educationally significant by evaluators, other projects wishing to adapt/adopt the program, the educational community in Jefferson County, or indeed the Project staff itself.

The results of the student test clustered by types of objectives are presented in detail below.

Changes in Students' Knowledge

Experimental group students did extremely well on items which measured the cognitive student outcomes promised by the Project. The six objectives are listed below in approximate order of student accomplishment. Each of the three experimental schools and none of the control schools showed substantial pretest to posttest gains on the first three objectives listed, while two of the three experimental and never more than one control school showed appreciable gains from pretest to posttest on the second group of three objectives listed below. The approximate rank order is as follows:

(1) define sex role stereotyping;

(2) identify examples of social and economic factors which have influenced changes in male/female participation in the work force;

(3) identify statistics which reflect changes in female/male participation in the work force;

(4) identify laws which prohibit sex discrimination in educational practices, personnel hiring practices, and pay scales;

(5) identify instances of sex bias or stereotyping in personal/social situations (e.g., family, peer relationships, advertising, popular music) and school situations (e.g., career-related materials, teaching/counseling practices); and

(6) identify nontraditional career options open to males and females.

On three multiple choice items aimed at identification of sex role stereotyping (the first objective listed above), Wheatridge students scored an average of 56 percent correct on the pretest and 73 percent correct on the posttest, Jefferson students scored an average of 67 percent correct on the pretest and 88 percent correct on the posttest, and Golden students scored an average of 61 percent correct on the pretest and 72 percent correct on the posttest; thus, these students gained, on the average, 17, 21, and 11 percentage points, respectively, from pretest to posttest time. These students not only made noteworthy learning gains but also scored well at posttest time (particularly the Jefferson students who scored 88 percent correct at posttest time).

The results for this objective are especially gratifying because, while the control group students started out with similar pretest scores, they make virtually no learning gains by posttest time. The Project staff can, therefore, reasonably take credit for this student growth and should feel that the Project teachers and materials must have done an excellent job of explaining sex role stereotyping to students.

On the second objective listed--identifying social and economic factors influencing changes in male/female participation in the work force--all three experimental schools again registered noteworthy pretest to posttest learning gains and scored fairly well at posttest time, with Jefferson students again scoring quite well at posttest time (an average of 85 percent correct). Here are the experimental group results: Jefferson students scored an average of 59 percent correct at pretest time and 85 percent correct at posttest time (a remarkable increase of 26 percentage points), Wheatridge students scored an average of 66 percent correct at pretest time and 71 percent correct at posttest time (an increase of 5 percentage points), and Golden students scored an average of 63 percent correct at pretest time and 68 percent correct at posttest time (also an increase of 5 percentage points). Control group students, while their pretest scores were slightly higher than the students participating in the Project, did not show any substantial improvement from pretest to posttest on this objective.

Therefore, as with the first objective discussed, the Project should take credit for producing the difference in student learning which was measured by the three multiple choice items written to match this objective. Important social and economic factors influencing male and and female participation in the world of work—such as factors influencing the growing number of women working or explaining differences in pay for men and women--were evidently well covered in the teacher and student materials developed by the Project and used by participating teachers with their students.

The third objective for which experimental group students showed significant pretest to posttest gains focuses on statistics relevant to female/male participation in the work force. Four multiple choice items--which were also used in the staff pre/post questionnaire with good results (participating teachers showed substantial learning gains from pretest to posttest while control group teachers did not)--dealt with issues such as the length of time the average married woman will work during her life, the occupational areas in which percentages of male and female workers are nearly the same, and relative pay of male and female workers.

As might have been expected, pretest scores of both experimental and control group students were quite low, although the control group students scored just slightly higher at pretest time. However, none of the three control schools showed substantial pretest to posttest learning gains. On the other hand, all three experimental schools did make relatively large improvements in their scores. The results for the experimental schools are: Jefferson students scored an average of 31 percent correct at pretest time and 59 percent correct at posttest time, Wheatridge students scored an average of 20 percent correct at pretest time and 43 percent correct at posttest time, and Golden students scored an average of 28 percent correct at pretest time and 38 percent correct at posttest time--for learning gains of 28, 23, and 10 percentage points, respectively. Jefferson students, again, showed the greatest improvement, Wheatridge students the second most improvement (and these are junior high school students), and Golden students the least improvement of the three. It is interesting that on all three of these objectives the junior high school students were able to score higher than the Golden Senior High School students.

It should be noted, however, that PSE feels student gains can still be made on this third objective over and above what have already been accomplished this year. The posttest scores (43 percent, 59 percent, and 38 percent correct, as listed above) are still quite low compared to the other two objectives discussed so far, and thus there is still considerable room for improvement next year. PSE would recommend that the Project staff encourage teachers to use their material on important and relevant statistics with their students more frequently than they must have done this year. PSE believes that this factual information is readily available in the Project materials made available to teachers and, therefore, would recommend only increased use of what is already available rather than revision of the materials themselves. Some time might be devoted in future inservice workshops to this topic. Statistics such as these tend to be quite interesting and provocative--even for those not yet fully in support of the sex equity movement--and thus are the makings for a lively and controversial discussion.

On the fourth cognitive objective--identifying laws prohibiting sex discrimination--Golden students showed virtually no pretest to posttest gain along with the three control group schools. Jefferson students, again, showed the greatest improvement--an increase of 15 percentage points from a pretest average of 43 percent to a posttest average of 58 percent correct --and Wheatridge students were able to evidence an increase of 6 percentage points from a pretest average of 63 percent to a posttest average of 69 percent correct. PSE would point out that these posttest scores are still relatively low Golden's was an average of 63 percent correct, and the

Project staff should make further efforts to boost scores in this area. As we have pointed out elsewhere in this report, many teachers and students at both the junior high school and senior high school levels commented that the section of their materials on these laws was somewhat dry and dull. PSE can understand that this material was, therefore, not emphasized by teachers or learned with enthusiasm by students. We suggested in our site visit report that perhaps lawyers dealing in sex discrimination cases should be brought into the classroom to discuss their cases with students, thus giving students a firsthand perspective on the issues as well as a more lively presentation of them. We also suggested that names of lawyers who would be willing to talk to students be listed as resource persons in the teacher inservice module so that teachers can easily contact and call on them for help.

On the fifth objective listed--identifying instances of sex bias or stereotyping in personal, social, or school situations--Wheatridge Junior High School students did not show appreciable pretest to posttest improvement. However, it is important to note that these students' average pretest score was 78 percent correct--higher than either of the two high schools which did show substantial improvement--thus making it harder for Wheatridge students to grow. Their average posttest score was 82 percent correct for this objective, also higher than either of the other two schools. The high school results which show both good posttest scores and worthwhile learning gains are: a pretest average of 57 percent correct and a posttest average of 80 percent correct for Jefferson students and a pretest average of 70 percent correct and posttest average of 77 percent correct for Golden students (an increase of 13 percentage points and 7 percentage points, respectively). No control group showed any noteworthy improvement.

Because of the combination of high scores and learning gains of the experimental group students, PSE feels that the teachers and Project materials must have done a good job of helping students identify instances of sex stereotyping. Most of the items asked students to judge whether a sentence contained sex stereotyping vocabulary or concepts ("Doctors are highly professional men."). PSE recalls that the Project provided quite good McGraw-Hill guidelines on sex stereotyping and feels that these materials must have been put to good use.

For the sixth objective—identifying nontraditional career options for men and women—students were given a list of 21 occupations and asked to check whether each occupation were appropriate for men, women, or either. Occupations listed included athletic trainer, electrician, homemaker, nurse, secretary, and truck driver, to name a few. Although experimental group students did somewhat better than control group students at both pretest and posttest time on this item, students on the whole did relatively well on both the pretest and the posttest (an average of 65 percent correct or better). Two experimental group schools did show pretest to posttest differences of 10 percentage points and 6 percentage points--Wheatridge students who scored an average of 69 percent correct on the pretest and 79 percent correct on the posttest and Golden students who scored an average of 75 percent correct on the pretest and 81 percent correct on the posttest--and one control group school (Green Mountain Senior High School) showed an increase of 9 percentage points (from an average of 72 percent correct on the pretest to an average of 81 percent correct on the posttest).

These results also—as with the five objectives already discussed--do give credit to the Project for giving students in at least two of the experimental schools a substantially better understanding of occupations as being suitable for either sex. This issue is truly woven throughout all components of the Project from the materials to classroom discussions to community explorations. It is the issue that might be most frequently discussed of any--that is, students typically discussed with us during our site visit the community workers they had met who had nontraditional careers, and students knew they were supposed to give some consideration themselves to exploring and perhaps considering nontraditional careers more carefully for themselves in the future. PSE might have expected somewhat more dramatic pretest to posttest gains on this test item, but we feel that the Project should be relatively satisfied with these results.

(Note: Students were also asked, in two separate questions, to list any jobs they knew of which were considered nontraditional for women or men. PSE feels that the wording of the questions did not lead students to list as many nontraditional jobs as they could and, therefore, the average number listed by both experimental and control group students at both pretest and posttest times is quite low--between 2 and 5. We have not used these data in the analysis of the sixth objective because the data seem atypical and somewhat unreliable.)

In summary, the three experimental schools performed outstandingly on these six cognitive objectives and the control schools did not--a clear credit to the Project. It seems highly likely that a combination of good Project materials and effective teaching produced these results. The Project staff should be well pleased.

Each of the three experimental schools made substantial pretest to posttest learning gains five times in their six chances on cognitive objectives. Jefferson students made the highest posttest score three out of six times, Wheatridge students two out of six times, and Golden students the remaining one time. This is a fairly balanced picture. If first, second, and third place finishes for each of the schools are tallied for the six objectives, Wheatridge and Jefferson come out about equally, and Golden finishes just a little behind them. On the whole, PSE would say that both the Project staff and the teachers in each of the three participating schools--not to mention the students themselves--deserve considerable credit for producing these test results.

Changes in Students' Attitudes

The student outcome addressed to changing students' attitudes is that students will be able to:

- record their personal attitudes about the career and life roles of males and females.

As PSE also points out about this same objective for participating teachers, it is more likely that the Project really intended that students hold positive attitudes about nontraditional roles for men and women rather than that students simply be able to record their attitudes. PSE suggests that the Project staff consider rewriting this objective to match the Project's real intention more closely.

In order to determine students' attitudes, students were asked to react to the following situation:

> Mary and Mark have two children in school. Mary has been working as a full-time accountant since the children started school. Mark works as a high school English teacher. Mary has been offered a job promotion which would demand much more of her time away from home. If Mary takes the promotion, Mark would have to spend more of his time caring for the children and the house. Should Mary take the promotion?

As with a similar item on the teacher questionnaire, PSE feels that a reasonable justification could be made for either a "yes" or "no" answer. Students were expected to identify (in their essay answers) sex equity issues and concerns which Mary and Mark might have considered in making the decision about Mary's promotion.

PSE scored the essays on a five-point scale from one (poor) to five (excellent). Almost no difference between pretest and posttest scores was evident in any of the control schools or in two of the experimental schools (Jefferson and Golden). Some improvement was registered by Wheatridge students who got an average pretest score on the essay question of 2.7 and an average posttest score of 3.3. The range in pretest and posttest scores of the other five schools was from approximately 2.5 to 3.2.

According to these data, the great majority of students gave fair answers both at pretest and posttest time. PSE believes that many students could probably have figured out an "acceptable" answer to this question--whether or not they really held those non-stereotyping attitudes--and simply have given that answer on both occasions. This question probably does not adequately measure students' real attitudes on sex equity issues.

As we have said, a number of students told us during our site visit interviews with them that they had changed their opinions and attitudes about nontraditional roles at work or at home for men and women. PSE would suggest that the Project consider more valid ways of measuring such a change in the future. For example, students might be given a longer battery of attitudinal items--such as statements reflecting sex equity concerns to which students are asked to agree or disagree on a scale of one (strongly disagree) to five (strongly agree). This longer test would give more reliable results; however, PSE feels it may be difficult to get students to respond as they really feel since they will also be able to figure out an "acceptable" response to such items. The Project might also try peer ratings--that is, let students rate each of their classmates on sexism in their everyday talk or activities.

In summary, PSE feels that the Project may have had an impact on students' attitudes--at least in terms of making students more open to nontraditional roles for men and women, and thus moving students along a scale from negative to neutral, if not all the way to extremely positive. PSE suggests that the Project give considerable thought to a way of measuring this impact more completely next year.

Changes in Students' Thoughts About Their Future

PSE asked students two questions about their own futures--what careers they were most interested in pursuing and why and whether or not they would consider working in a nontraditional job some day.

On the first question, PSE scored students' essays on why they were interested in certain careers. There were virtually no differences among any experimental or control group schools either at pretest time or posttest time, and there were no learning gains evident. The typical student gave a fair answer in all cases. PSE feels that projects of relatively short duration (six to eight weeks) cannot reasonably expect to alter students' future career plans in any significant way. Career plans--much as fundamental attitudes towards themselves, others, school or work--typically develop in students over a long period of time and are subject to many influences inside and outside of school. Thus, this Project could not expect to make many noticeable changes in the career plans of participating students and, furthermore, if changes were made, they might be expected to be temporary rather than permanent.

We also asked students whether they would consider working in a nontraditional job someday. Neither Wheatridge nor any of the three control schools was able to show appreciable pretest to posttest improvement on this item; in fact, in each of these four schools, fewer students at posttest time than pretest time said that they would consider a nontraditional job someday. Better results occurred at the two high schools in the Project: Jefferson students scored an average of 44 percent correct at pretest time and 64 percent correct at posttest time (an increase of 20 percentage points), while Golden students scored an average of 61 percent correct at pretest time and 66 percent correct at posttest time (an increase of 5 percentage points). In both these schools, then, students did become more open-minded about nontraditional careers for themselves as a result of participation in the Project. It is possible that similar results were not obtainable in Wheatridge because junior high school students are not yet ready to think about career decisions or options as easily as high school students are.

PSE suggests that the Project staff continue to gather information about participating students' future career plans in order to see how students think about their alternatives, but not expect to see many changes in students' career plans as a result of one-time exposure to these materials and activities.

Changes in Students' Participation in Special Activities

The final outcome which PSE measured--more process-oriented than the others--is for students to:

- choose, commit to, and participate in the nontraditional activities available to them in the Exploring Careers in the Community Program:

  (a) Community site visits
  (b) Seminars/guest speakers
  (c) Mini-unit Project activities (junior high)
  (d) Pre-written Project activities (senior high)
  (e) Guidance activities

Since the Project staff picked up a good deal of information on what students were doing in the Project through informal means and contact with the participating teachers, PSE simply asked students whether or not they had explored a nontraditional job in the community as part of the Project.

There was a substantial increase in the number of students who had done so in each of the three experimental schools, although very few students had explored a nontraditional job at Golden. The Project staff are already aware that the nontraditional job exploration component of the Project was not well instituted at Golden for a variety of reasons; therefore, these results should not be particularly surprising.

Approximately four out of five students at Jefferson, three out of five students at Wheatridge, and one out of five students at Golden had explored a nontraditional job in the community by posttest time. The Jefferson and Wheatridge results are encouraging, and PSE would recommend that the Project staff renew their efforts to bring Golden up to that standard. Teachers and students at Golden may wish to talk to teachers and students at the other two schools in order to get their firsthand perspective on nontraditional job explorations and to gather evidence that such explorations were interesting and useful for students. The teachers and students at the other two experimental schools may be more persuasive—and more credible--to the teachers and students at Golden than the Project staff on this issue.

Some of the students in the three control schools (particularly Alameda Junior High School and Green Mountain Senior High School) did say that they had explored nontraditional jobs in the community also. These explorations may have been part of another community-based program in Jefferson County, and, therefore, the non-traditional aspects of the job may not have been stressed in the explorations. This may have contaminated the control group somewhat, but since relatively few students indicated that they had participated in such an exploration and since control schools rarely made substantial pretest to posttest gains on the test items, PSE believes that this contamination must have been slight. The Project staff may look to these control group schools, however, next year as possible adopters/adapters of this Project since some predisposition to carry out nontraditional career explorations may exist.

RESULTS OF THE STAFF QUESTIONNAIRE

In order to find out what staff members (teachers) in the schools selected for participation in the Project for 1977-78 knew, felt, and did about sex role stereotyping and nontraditional career exploration experiences for their students, PSE designed an eight page questionnaire consisting of both cognitive and affective items. The questionnaire items were written to match 8 of the 12 outcomes which the Project hoped that teachers would achieve as a result of participation in the Project.

A pretest/posttest with control group design was used to see whether participating teachers knew, felt, or taught differently after their involvement in the Project and whether participating teachers knew, felt, or taught differently from teachers in similar junior high and high schools which had not taken part in the Project.

Eight experimental group teachers from Project schools (Wheatridge Junior High School, Jefferson Senior High School, and Golden Senior High School) and seven control group teachers from non-Project schools (Alameda Junior High School, Green Mountain Senior High School, Bear Creek Senior High School, and Pomona Senior High School) were pretested in mid-February, 1978; nine experimental group teachers (one was absent at pretest time) and the same seven control group teachers were posttested in late May, 1978, thus providing the comparative data needed to determine the effects of the Project on these teachers.

Changes in teachers' knowledge, attitudes, and teaching practices will be discussed separately and in detail below.

Changes in Teachers' Knowledge

Six of the eight teacher learning outcomes which PSE measured in this pre/post questionnaire were aimed at giving teachers new knowledge--information and facts--about sex role stereotyping and its applications to their students' experiences with nontraditional career explorations in the community. These six objectives were:

(1) define sex role stereotyping;

(2) identify instances of sex bias or stereotyping in career-related materials and teaching/counseling practices and analyze the effects of those materials/practices on the career options students consider;

(3) identify examples of social and economic factors which have influenced changes in male/female participation in the work force;

(4) identify laws which prohibit sex discrimination in educational practices, personnel hiring practices, and pay scales;

(5) identify nontraditional career options open to males and females; and

(6) identify statistics which reflect changes in female/male participation in the work force.

In the analysis of the results of this questionnaire, PSE has not considered a pretest to posttest change of less than 15 percentage points on a single question to be noteworthy. Because of the small sample size (seven to nine teachers in each group), a change in one teacher's answer to a single question could yield a pretest to posttest difference of 11 to 14 percentage points on that question. We feel that the Project needed to make a greater impact on its group of participating teachers than that in order to be worthy of further and more widespread implementation in Jefferson County or worthy of dissemination to other school districts around the country.

PSE developed 14 questions to measure the first four objectives in the list above. Participating teachers were able to achieve a pretest score of approximately 85 percent correct on those items. This meant that the participating teachers had very little left to learn; not surprisingly, they were unable to show growth. they scored about 90 percent on the posttest--a gain of only 5 percentage points.

Control group teachers achieved a pretest score of about 70 percent on the 14 questions measuring the first four objectives and a posttest score of about 75 percent--a gain of 5 percentage points. We see from this that there was no difference in the gain registered by participating teachers and by control group teachers, which indicates that participating in the program did not raise teachers' learning of the first four objectives.

The fact that participating teachers scored higher than control group teachers indicates that they had already taken a greater interest in the subject and were able, in most cases, to identify sex role stereotyping, instances of it in their materials and teaching/counseling practices, social and economic factors which influenced changes in male/female participation in the work force, and laws prohibiting sex discrimination.

While the results did not show improvement, they are nevertheless valuable. It is quite useful for the Project staff to know that teachers in Jefferson County--insofar as they are represented by the combined group of about 15 participating and control group teachers--already know most of what the Project staff intended them to learn. That is, if a score of 70 percent correct on the first four objectives is considered satisfactory, inservice time and materials need not be devoted to achieving these objectives further.

The most notable exception--that is, the type of question most often answered incorrectly by both experimental and control group teachers--seemed to be questions concerned with sexist vocabulary, such as "chairman" instead of "chairperson" or "chair" and "fireman" instead of "firefighter." PSE felt that the inservice module materials which were supplied on this topic were quite good and would encourage the Project staff to focus a little more attention on them in future training efforts. It may be that teachers recognized the implications of these vocabulary words, but did not feel that these words need to be changed because of the recent movement in sex equity. Thus, the issue becomes a question of changing teachers' attitudes as well as knowledge--a more difficult task for any project.

The experimental group teachers were able to show a slight improvement from pretest to posttest time on a fifth cognitive objective--identifying nontraditional career options for men and women. Participating teachers were able to list, on the average, six such occupations on the pretest and eight on the posttest--an increase of 33 percent. At the same time, control group teachers who could list eight occupations on the pretest could list only six on the posttest; this trend might simply be due to lack of interest on the part of control group teachers in completing the questionnaire. While the experimental group teachers did show a 33 percent improvement, PSE believes that most teachers should be able to list more nontraditional occupations for men and women than either group did on the average. Individual teachers in both groups were able to list as many as 12 to 19 nontraditional occupations, and PSE feels that most teachers could have performed as well if they had had sufficient interest in answering the question. The question which asks that the teacher "list as many workers as you can think of in occupations or places of employment where men and women assume non-traditional work roles" should probably be reconceived before the questionnaire is used again in the Project.

On the sixth cognitive objective--identifying statistics concerning female/male participation in the work force--the experimental group teachers did show appreciable gains (an average of 50 percent correct at pretest time and 83 percent correct at posttest time for four questions combined) and also showed substantial gains—31 percentage points--over control group teachers (39 percent correct at pretest time and 52 percent correct at posttest time for four items combined). It is quite understandable that typical teachers would know little about labor market statistics and equally understandable that teachers could learn this information as a result of taking part in the Project. For example, these teachers learned the length of time the average married woman will work in her lifetime, the occupational areas where the percentages of male and female workers are nearly the same, and comparative statistics about the earnings of women as compared to men in the same occupational areas. As PSE learned in its review of Project materials, this factual information is extremely well presented in the materials, and it is apparent that teachers who participated in the Project did use those materials or pay particular attention to these topics during the inservice time provided for them. Since the presentation of statistics about male and female participation in the work force--and the obvious inequities which exist today--is often a persuasive technique for winning over teachers, or adults in general, to support sex equity programs, the Project staff should be quite pleased that the materials and training which the Project provided produced such good results in terms of teacher learning.

In summary, it seems that most experimental group teachers already had a considerable amount of knowledge about sex role stereotyping and nontraditional roles for men and women before they became involved in the Project. It may be that the Project attracted those teachers interested in the subject and those who had already done some reading or research on this issue. It may be that the test items chosen for this questionnaire were too unsophisticated for such teachers; PSE would recommend that, if the questionnaire is to be used again to measure Project impact, these items should be either made more difficult or eliminated.

We also believe that the Project staff, now aware that participating teachers have a fairly good understanding of sex equity issues, should go further with the Project next year and concentrate their efforts in other areas, such as more complete implementation of the Project.

Changes in Teachers' Attitudes

The attitudinal learning outcome which the Project staff specified for teachers participating in the Project was that teachers would be able to

- record their personal attitudes about the career and life roles of males and females.

PSE feels that the Project staff should consider rewording this objective to make a stronger statement about the attitudes which the Project feels these teachers should hold; in other words, it seems probable that the Project staff would like teachers to have positive attitudes about nontraditional roles for men and women rather than simply be able to record their personal attitudes about nontraditional roles for men and women. It is relatively easy to accomplish the second and much more difficult to accomplish the first.

Whichever interpretation of the objective is used, however, it seems that the experimental group teachers did very well at both pretest and posttest times. Virtually every teacher gave an acceptable answer to the following attitudinal question which required that teachers write an essay in response:

> Carol is head dietician for the hospital. Brian, her husband, is a freelance writer and spends most of his time at home. Carol's parents are upset because Carol supports the family and Brian spends more time than Carol taking care of the children and the home. Her parents feel that it is Carol's responsibility as a woman to be with the children and Brian's responsibility as a man to be the major wage earner. Brian has been offered a [illegible] as an editor which would require that he work outside the home. Should he take it?

PSE believes that either a "yes" or "no" answer to this question could be justified, depending on the issues which are discussed and the reasoning which is presented. Teachers both on the pretest and on the posttest were able to cite and deal with a number of sex equity concerns such as:

- taking care of a home and children should be an equal responsibility of both husband and wife;
- if both husband and wife wish to work outside the home, appropriate child care can and should be arranged;
- husbands and wives should be happy in their roles in the family and in the world of work and should not change those roles for the sake of appearances;
- husbands and wives should discuss their individual and family goals as well as their personal interests, needs, and desires when choosing appropriate roles for themselves;
- both husbands and wives have a right to make career decisions for themselves, and wives should not give up their careers simply to accommodate to their husbands' decisions; and
- adults should not give in to the values and opinions of their parents if those values and opinions are sex biased and, therefore, unacceptable to the nontraditional living and working situation which they have created for themselves.

While it is certainly true that the essay responses given by teachers in the experimental group were generally quite good, PSE would note that most teachers could figure out the "right" response to this question and give it, whether or not they really believed it. It is extremely difficult to test for the real attitudes of adults who know they are taking part in an innovative program and who want the program to succeed. PSE and the Project staff might explore other possible ways of getting to the real attitudes of these teachers in the future. For example, we might ask their students whether or not they feel their teachers are biased or stereotyping in their teaching and counseling practices. Alternatively, we might ask teachers to rate each other. The Project could feel successful if teachers were able to be unbiased and non-stereotyping in their teaching responsibilities and in their interactions with their professional peers--whether or not their real attitudes were as positive on this subject as they appeared to be.

Our conversations with several of the teachers during our site visit did tend to confirm that these teachers did hold positive attitudes on sex equity issues, and several students whom we interviewed did remark that they felt their teachers did not hold biased or stereotyped attitudes. PSE would suggest that teachers be allowed to discuss their feelings and attitudes honestly in any future inservice workshops which might be planned for this Project and that the Project staff discuss with them how much influence teachers feel this Project should be able to have on their attitudes. We recall that some teachers were concerned about unfairly influencing the values and attitudes of students in the Project, and we wonder if any of this feeling has carried over to influences of the Project on the teachers themselves.

Changes in Teachers' Practices

Just as the Project staff would take their next step toward establishing that participating teachers' attitudes were really positive on sex equity issues, the staff should continue to check on the teachers' implementation of the Project--that is, teachers' use of instructional materials and community experiences for themselves and their students. Given the results of the pilot test this year, PSE believes it will be necessary for the Project staff to keep in close touch with teachers next year to make sure that all materials and activities are being used with students appropriately and frequently and so that the Project staff can be of assistance to these teachers as they encounter problems with materials in the learning centers or with activities in the community.

The objective which the Project staff expected the teachers to accomplish was a five-part implementation of the Project; they expected the teachers to:

- use instructional materials in the classroom with students;
- negotiate projects and explorations with students (as necessary);
- provide nontraditional community exploration sites;
- provide nontraditional guest speakers; and
- provide sex-fair counseling.

To measure this objective, teachers were asked to indicate their familiarity with a variety of Project teaching practices and materials. It might have been better for PSE to ask teachers how often they used such teaching practices or materials, what they thought of these practices or materials, how they modified them during use, or how students reacted to them. However, for this first year of the Project, it was important to determine whether or not teachers had materials available to them and had used them often enough to indicate

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some degree of familiarity with them. PSE also believes that the Project staff kept in fairly close touch with the teachers and picked up a great deal of informal assessment as well as formal critique of available materials during the second half of the year.

On the average, 42 percent of the experimental group teachers felt very or fairly familiar at pretest time with the instructional materials and teaching practices listed in the questionnaire compared to 92 percent indicating that degree of familiarity at posttest time (these percents are made up of teachers who circled a one or two on a five-point scale of one (very familiar) to five (not familiar at all) at both pretest and posttest time). The experimental group made its greatest pretest to posttest gains on: (1) using instructional materials that deal with reducing sex role stereotyping; (2) providing sex-fair counseling; and (3) identifying nontraditional guest speakers to come to school to talk to students about their nontraditional occupations. These three topics are certainly major emphases of the inservice module which the Project staff provided for participating teachers, and it is obvious from these posttest results that teachers did use the module enough to gain familiarity with available materials on these three topics. Even though teachers did not complete the inservice module--as we learned during our site visit and our interviews with several teachers--materials on these three topics must have been interesting enough or so well presented that teachers read them, remembered them, and probably used them, at least to some degree with their students.

As would be expected, the control group teachers were not able to indicate a great deal of familiarity with these kinds of materials and teaching practices since the Project materials were unavailable to them in their control schools. By posttest time, however, approximately half of the control group teachers did indicate some familiarity with these kinds of materials and teaching practices; this probably indicates that teachers from participating schools may have discussed the Project with their friends in other schools or that the sex equity issues are being discussed today in enough different ways (e.g., professional journals, the mass media, numerous government-sponsored conferences and projects) that teachers are simply picking up ideas from those sources.

PSE would encourage the Project staff to re-examine closely the teacher and student materials themselves as well as Project requirements for teachers who are using the materials with their students. The Project staff should ask teachers to discuss with them the parts of the program which could not be used successfully this year--for instance, not all schools had students do a nontraditional career exploration in the community--and should consider modifying the program accordingly.

Thus, with revised student and teacher materials and the pilot test of the Project completed this year, the Project staff can confidently set full-scale implementation of the program as a major goal for 1978-79.

SUMMARY

PSE feels that this Project has done a good job of producing teacher interest, student interest, and student learning during this first pilot year in Jefferson County. The student test results, on the whole, indicate substantial learning gains and fairly good posttest standing. Our interviews on-site with students confirm these results; in addition, most students we interviewed seemed quite enthusiastic about their participation in the Project.

The teacher questionnaire results are perhaps not so outstanding, but do show that most teachers involved already had a fair amount of knowledge of and positive attitudes toward sex equity issues. It would have been difficult to show dramatic learning gains for that reason. PSE feels that the questionnaire itself should be further sophisticated in an effort to discriminate better between participating and non-participating teachers. This revision might be considered for future work.

The Project materials which PSE reviewed--both junior high school and senior high school student materials and the teacher inservice module--were truly excellent. The materials showed that a great deal of work had been done in collecting appropriate resources and background materials and in selecting a variety of aspects of sex equity to cover. Although we have made a number of specific recommendations in this report for revision of the materials, so that certain improvements can be made, we have offered these recommendations in the spirit of improving products which are already of extremely high quality.

PSE congratulates the Project staff on a very good start this year and feels that this Project has a sound future ahead of it in Jefferson County and in other school districts around the country.

NONTRADITIONAL CAREER EXPLORATIONS PROJECT

STUDENT PRETEST

Prepared by

Policy Studies in Education
680 Fifth Avenue
New York, New York 10019

In Cooperation with

Career Education Department
Jefferson County Public Schools
1209 Quail Street
Lakewood, Colorado 80215

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

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POLICY STUDIES IN EDUCATION
680 FIFTH AVENUE • NEW YORK N Y 10019 • 212 265-3350

STUDENT TEST

Name: ______________________________

Grade Level (circle one): 7 8 9 10 11 12

School: ______________________________

Teacher: ______________________________

Sex (circle one): Female Male

PART I

Directions: For each question circle the letter of the answer you think is best.

1. Which of the following statements is the best example of sex-role stereotyping?

    a. Jane wanted to be a teacher but she realized that she didn't have the patience for it.
    b. Men tend to be taller than women.
    c. Men are not capable of teaching young children.
    d. Because of her past performance, it was quite likely that Mary would not make a good physician.

2. While Jane and her brothers were in college, her family needed extra money because her father lost his job. Her mother asked her to leave school and work because she didn't think it was as important for Jane to graduate as for her brothers. Jane's mother's attitude was...

    a. correct.
    b. sex-biased.
    c. illegal.
    d. none of the above

3. Which of the following factors is most important in explaining the fact that women do not get paid as well as men, doing the same job.

    a. Women only work for "pin" money and don't need as much money as men.
    b. Women are out ill much more than men and therefore earn less.
    c. Women rarely do as good a job as men and therefore deserve to get paid less.
    d. Until 1963 there were no laws requiring equal pay for equal work.

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4. Which of the following actions by an employer is illegal under the Equal Pay Act of 1963?

   a. refusing to pay men and women clerks the same salary
   b. refusing to pay a woman the amount she wanted as a secretary
   c. refusing to pay a woman the minimum wage
   d. refusing to hire a woman for an executive position

5. Federal laws prohibit job discrimination on the basis of sex in many situations. Which of the following employers is NOT covered under Federal anti-sex discrimination laws?

   a. large companies working on U.S. Government projects
   b. private hospitals specializing in important medical research
   c. all public colleges and universities
   d. small privately owned local businesses

6. Bill was more likely to succeed in school sports than Barbara because he had always been a good athlete, and Barbara had never been a good athlete. This is a good example of ...

   a. a reasonable prediction.
   b. sex-bias in sports.
   c. sex-role stereotyping in school activities.
   d. the fact that boys are better athletes than girls.

7. George and Kathy both had very good jobs and were going out on a date. George insisted on paying for everything. How would you best describe George?

   a. He was a complete gentleman.
   b. He was rich.
   c. He was a victim of sex-role stereotyping.
   d. He didn't like to control situations.

8. The idea that men are generally better than women in making financial decisions is a good example of ...

   a. a proven fact.
   b. practice makes perfect.
   c. discrimination.
   d. stereotyped thinking.

9. Which of the following describes the general trend of working women?

   a. Most working women have never been married.
   b. More than half of working women are married.
   c. Most working women are divorced.
   d. Most working women have husbands who do not work.

10. The Civil Rights Act of 1964, as amended by the Equal Employment Act of 1972, is designed to eliminate job discrimination on the basis of sex. Which one of the following situations would not be covered under these laws?

   a. A woman is denied employment because the employer feels that only men can do that particular job well.
   b. Several men were turned down by an employer because she felt they would not fit in well with the rest of the employees who were women.
   c. Of all the men and women who applied for a job that required a specific degree, only the men met the qualifications and the employer chose the man he liked best.
   d. None of the above

11. Women are often denied jobs because employers may feel that women are not really interested in careers but are just working "temporarily." Which of the following most accurately describes the length of time the average married woman will work in her life time?

   a. 40 - 50 years
   b. 5 - 10 years
   c. 20 - 25 years
   d. none of the above

12. More women are working now than ever before. While no single reason can entirely explain this increase, which of the following do you think is most important?

   a. Women work because of economic need.
   b. Companies hire more women because they can pay them below the minimum wage.
   c. Women of today have higher I.Q.'s than in the past.
   d. Women work because the Social Security system requires them to do so.

13. If you were to compare all women and men workers, in which of the following occupational areas are the percentages of men and women workers nearly the same?

   a. managerial
   b. skilled craft
   c. professional and technical
   d. owner of a small business

14. Which one of the following factors is most likely related to a larger number of women in the labor force?

   a. an increase in the life expectancy of women
   b. the decreased birth rate
   c. an increase in the amount of education women have received
   d. a decrease in the number of extended families

15. Over the last 10 years the earnings of women as compared to men have ...

a. increased greatly.
b. decreased slightly.
c. stayed the same.
d. decreased greatly.

PART II. Follow the directions for each of the following questions.

16. React to the following statement:

Mary and Mark have two children in school. Mary has been working as a full-time accountant since the children started school. Mark works as a high school English teacher. Mary has been offered a job promotion which would demand much more of her time away from home. If Mary takes the promotion, Mark would have to spend more of his time caring for the children and the house. Should Mary take the promotion?

Circle one

Yes No

Explain your answer. ____

____

____

____

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____

17. Read the following statements. Some of these statements show attitudes that are SEX-STEREOTYPED. Some of the statements show attitudes that are SEX-FAIR. Read each statement carefully and determine which are SEX-STEREOTYPED and which are SEX-FAIR. Mark an X in the appropriate column.

	SEX-STEREOTYPED	SEX-FAIR
a. Doctors are highly professional men.		
b. "I'm doing a survey on laundry detergent. May I talk with the lady of the house?"		
c. When Jim and Sally went to the movies, they each paid for their own tickets.		
d. A woman's opportunities in the business world are better if she knows shorthand and typing.		
e. "Bob, wouldn't you be uncomfortable as a kindergarten teacher? I suggest you explore college-level teaching instead."		

17. (continued)

	SEX-STEREOTYPED	SEX-FAIR
f. When you meet your Community Instructor, shake his hand.		
g. Although she isn't a doctor, the Medical Laboratory Technician helps save lives.		
h. In choosing a partner in life, it is important for two people to consider their common interests.		

18. What career are you most interested in pursuing? ____________________

____

____

Give some reasons for your choice. ____________________

____

____

____

____

____

19. Put a check in the column which indicates who is most appropriate for the following occupations.

	Men	Women	Either
Animal breeder			
Athletic trainer			
Chemical engineer			
Dentist			
Doctor			
Dog cather			
Electrician			
Home maker			
Miner			
Nurse			

19. (continued)

	Men	Women	Either
Pilot			
Plumber			
Receptionist			
Safety inspector			
Secretary			
Social Worker			
Telephone lines person			
Telephone operator			
T.V. announcer			
Truck driver			
X-Ray technician			

20. List any jobs you know of which are considered NON-TRADITIONAL for WOMEN:

____

____

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____

21. List any jobs you know of which are considered NON-TRADITIONAL for MEN:

____

____

____

____

____

____

22. Have you explored a non-traditional job in the ECC Program? Yes___ No___

If you have, what was the job? ____

Would you consider working in a non-traditional job someday? Yes___ No___

Tell why or why not: ____

____

____

____

____

____

____

Jefferson County Public Schools
1209 Quail Street
Lakewood, Colorado 80215
(303) 231-2369

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

STAFF PRE-QUESTIONNAIRE

Developed by Policy Studies in Education, 680 Fifth Avenue,
New York, New York, 10019, (212) 265-3350,

With assistance from the Career Education Department of the
Jefferson County Public Schools, Lakewood,
Colorado.

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NON-TRADITIONAL CAREER EXPLORATION IN THE COMMUNITY

STAFF PRE-QUESTIONNAIRE

Name: ______________________ Male ☐ Female ☐ Date: ______________

School District: ______________________________

School: ______________________ Grade Level: ______________

PART I

Directions: For each question, circle the letter of the answer choice that you think is best.

1. Which of the following statements is the best instance of sex-role stereotyping?
   a. Jane wanted to be a teacher but she realized that she didn't have the patience for it.
   b. Men tend to be taller than women.
   c. Men are not capable of teaching young children.
   d. Because of her past performance, it was quite likely that Mary would not make a good physician.

2. The idea that men are generally better than women in making financial decisions is a good example of
   a. a proven fact.
   b. practice makes perfect.
   c. discrimination.
   d. stereotyped thinking.

3. Bill was more likely to succeed in school sports than Barbara because he had always been a good athlete, and Barbara had never been a good athlete. This is a good example of
   a. a reasonable prediction.
   b. sex-bias in sports.
   c. sex-role stereotyping in school activities.
   d. the fact that boys are better athletes than girls.

4. George and Kathy both had very good jobs and were going out on a date. George insisted on paying for everything. How would you best describe George?
   a. He was a complete gentleman.
   b. He was a victim of sex-role stereotyping.
   c. He was rich.
   d. He didn't like to control situations.

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5. While Jane and her brothers were in college, her family needed extra money because her father lost his job. Her mother asked her to leave school and work because she didn't think it was as important for Jane to graduate as for her brothers. Jane's mother's attitude was

   a. sex-biased.
   b. correct.
   c. illegal.
   d. None of the above.

6. Which of the following most accurately describes the general trend of working women?

   a. Most working women have never been married.
   b. More than half of working women are married.
   c. Most working women are divorced.
   d. Most working women have husbands who do not work.

7. If you were to compare all women and men workers, in which of the following occupational areas are the percentages of men and women workers nearly the same?

   a. managerial
   b. skilled craft
   c. professional and technical
   d. owner of a small business

8. Women are often denied jobs because employers may fear that women are not really interested in careers but are just working "temporarily." Which of the following most accurately describes the length of time the average married woman will work in her lifetime?

   a. 40 - 50 years
   b. 5 - 10 years
   c. 20 - 25 years
   d. None of the above

9. Over the last 10 years the earnings of women as compared to men in the same occupational area have

   a. increased greatly.
   b. decreased slightly.
   c. stayed the same.
   d. decreased greatly.

10. More women are working now than ever before. While no single reason can entirely explain this increase, which of the following is most important?

   a. Women work because of economic need.
   b. Companies hire more women because of affirmative action programs.
   c. Women of today have fewer children than in the past.
   d. Women work because the Social Security system requires them to do so.

11. Which one of the following factors is most likely related to an increase in the number of women in the labor force?

   a. an increase in the life expectancy of women
   b. the decreased birth rate
   c. an increase in the amount of education women have received
   d. a decrease in the number of extended families

12. Which one of the following factors do you think is most important in explaining the fact that women do not get paid as well as men, doing the same job.

   a. Women only work for "pin" money and don't need as much money as men.
   b. Women are out ill much more than men and therefore earn less.
   c. Women are new to many fields and therefore have less work experience.
   d. Women are still discriminated against in pay scales in spite of laws requiring equal pay for equal work.

13. Which of the following actions by an employer is illegal under the Equal Pay Act of 1963?

    a. refusing to hire a woman for an executive position
    b. refusing to pay men and women clerks the same amount
    c. refusing to pay a woman the minimum wage
    d. refusing to pay a woman the amount she wanted as a secretary

14. Federal laws prohibit job discrimination on the basis of sex in many situations. Which of the following employers is not covered under the Federal anti-sex discrimination law?

    a. large companies working on Department of Defense projects
    b. private hospitals specializing in important medical research
    c. all public colleges and universities
    d. small privately owned local businesses

15. The Civil Rights Act of 1964, as amended by the Equal Employment Act of 1972, is designed to eliminate job discrimination on the basis of sex. Which one of the following situations would not be covered under these laws?

    a. A woman is denied employment because the employer feels that only men can do that particular job well.
    b. Several men were turned down by an employer because she felt they would not fit in well with the rest of the employees who were women.
    c. Of all the men and women who applied for a job that required a specific degree, only the men met the qualifications and the employer chose the man he liked best.
    d. None of the above

PART II

1. Look at the following statements. Some of these statements reflect attitudes that are stereotypical and show SEX-BIAS. Some of them are SEX-FAIR statements. Read them carefully and determine which statements are SEX-BIASED and which are SEX-FAIR. Mark an "X" in the appropriate column. (Do not think of the questions as True or False. Consider only whether they reflect SEX-FAIRNESS or SEX-BIAS.)

	SEX-BIASED	SEX-FAIR
a. The counselor told the student her opportunities in the business world were better if she knew typing and shorthand.		
b. The teacher talked about the achievement of each student.		
c. The counselor suggested that Bob would be uncomfortable in a nursing role and suggested hospital technician work instead.		
d. The teacher asked Martha to be a chairman of the next discussion group.		
e. Ms. Marshall read from the diary of a pioneer woman and a pioneer man while discussing the hardships of pioneer life.		
f. The Dictionary of Occupational Titles lists many outdoor jobs such as firemen, mailman and telephone linesman.		
g. In choosing a partner it is important to have common interests.		
h. Ms. Saunders talked about the human weaknesses that destroyed Lady Macbeth.		
i. Anyone who can graduate from the Air Academy is really a man.		
j. She has the kind of female intuition that will take her a long way in the field.		

2. How familiar are you with the following ECC program teaching practices or materials? (Circle the appropriate number on the scale.)

	Very Familiar				Not Familiar At All
a. instructional materials that deal with reducing sex-role stereotyping. . .	1	2	3	4	5
b. using individualized projects with students	1	2	3	4	5
c. setting up non-traditional explorations for students in the community. . .	1	2	3	4	5
d. identifying non-traditional community exploration sites	1	2	3	4	5
e. identifying non-traditional guest speakers	1	2	3	4	5
f. providing sex-fair counseling.	1	2	3	4	5

PART III

1. React to the following statement.

Carol is head dietician for the hospital. Brian, her husband, is a freelance writer and spends most of his time at home. Carol's parents are upset because Carol supports the family and Brian spends more time than Carol taking care of the children and the home. Her parents feel that it is Carol's responsibility as a woman to be with the children and Brian's responsibility as a man to be the major wage earner. Brian has been offered a job as an editor which would require that he work outside the home. Should he take it?

Circle one: Yes No

Explain your answer:

2. As a part of the Exploring Careers in the Community Program, students will be encouraged to observe workers in non-traditional occupations. (For example: a male nurse, a female telephone repair person.) Please list as many workers as you can think of in occupations or places of employment where men and women assume non-traditional work roles.

3. Indicate whether you think the following paragraph from the Real People At Work series is sex-biased. If you think it is sex-biased, rewrite the paragraph to eliminate the sex-bias.

> "Just then, two firemen walk up to Jim. These are not the kind of firemen you know about. These young men work with boilers. They have to make sure the fire is hot enough to power the ship. But now, they need Jim's advice."

4. Indicate whether you think the following counseling situation is Sex-Fair or sex-biased. If you think it is sex-biased rewrite the situation to eliminate the sex-bias.

> "Marilyn, who was very bright and ambitious and willing to make many personal sacrifices, wanted to develop a career plan in a health related field. She had done extremely well in mathematics and the life sciences in her high school, which was the best academic high school in her county. She also derived great personal satisfaction from working with and helping other people.
>
> Her guidance counselor, Mr. Edwards, had a career planning session with her and recommended that she consider pursuing a career as a Registered Nurse or a Physical Therapist. He suggested that Marilyn could make use of her natural sensitivity in dealing with sick patients and would not have to make the sacrifice of postponing having children until a later age that other careers in the health field would require."

Mini Unit: EXPLORING MALE AND FEMALE CAREER ROLES

Student's Name:

Starting Date:

Target Completion Date:

Actual Completion Date:

Mini Unit Objective: This mini unit will help you explore your own attitudes about male and female roles, gain an understanding of the factors influencing changes in these roles, and become aware of non-traditional career options.

Mini Unit Evaluation:

Jefferson County Public Schools, 1978

1. Feelings About Male and Female Roles

Why Do This Activity?	Evaluation Will Be Based Upon
Your personal feelings about male and female roles in our society will determine the expectations you have for your own life. By evaluating whether or not your attitudes are fair to both sexes, you will gain an understanding which may greatly expand your future options.	Completeness of requirements Ability to follow directions Neatness of finished products Correct English and Spelling Accuracy of answers and conclusions Originality of thought

1. Feelings About Male and Female Roles -- Evaluation

1. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
Sex role stereotyping can touch everyone from infancy to old age. For this reason, it is important to be aware of your own attitudes as well as the attitudes of others regarding male and female roles.		
A. Visit the Career Resource Area in your school and find the pamphlet "Male/Female Roles." Remember, a role is the part a person plays in life. Read the directions in the pamphlet and fill in the blanks. Decide whether your viewpoint regarding male and female roles is more or less traditional.	Pamphlet "Male/Female Roles" (Found in Career Resource Area)	Completed questionnaire in pamphlet Teacher Evaluation
B. Think of the characteristics of of an "ideal" boy and girl your own age. List ten traits for each under the headings "Ideal Boy" and "Ideal Girl." Include both physical descriptions and qualities of personality. Compare the two lists and write any characteristics that appear in both groups at the bottom of the page under the heading "Ideal Person." Put a "T" in front of each trait that shows a traditional way of thinking about males and females.	Notebook paper	List of characteristics of "Ideal Boy" and "Ideal Girl." Teacher Evaluation

1. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
C. Write a journal entry on the following: List the special qualities that make you an individual. Which qualities match more closely with "Ideal Boy," "Ideal Girl," or "Ideal Person" characteristics? Which characteristics would you like to change and why?	Your ECC Journal	Journal entry Teacher Evaluation
D. Every family must decide how to divide household tasks. Using Attachment 1, fill in the blanks assigning each job to someone.	Attachment 1	Completed worksheet Teacher Evaluation
E. Using your completed worksheet (Attachment 1), consider these additional facts about Ted and Sue Browning. Sue is mechanically inclined and good at most repair jobs. Ted's hobby is cooking. Knowing this, would you change any answers on the worksheet? If so, use a different colored pencil or pen and make the changes.	Attachment 1 (Already filled in)	Completed worksheet with changes added Teacher Evaluation

1. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
F. Write a journal entry on the following: Which is more important in determining what work a person should do-- --his or her sex? or --his or her individual interests and abilities? You are now aware of sex-role stereotyping, even if the term may be new to you. Sex-role stereotyping means a fixed way of expecting a person to behave just because that person is male or female.	Your ECC Journal	Journal entry Teacher Evaluation

2. Changing Roles In a Changing Society

Why Do This Activity?	Evaluation Will Be Based Upon
Male and female roles in our society are presently undergoing great change. An awareness of the social, economic, and legal factors contributing to these changes will enable you to make more enlightened choices regarding your own future.	Completeness of requirements Ability to follow directions Accuracy of answers, reports, and conclusions Neatness of finished products Correct English, spelling, and form Originality of thought

2. Changing Roles In A Changing Society -- Evaluation

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation

READ THE FOLLOWING INFORMATION:

You may have heard the old expression "A woman's place is in the home." Many women, however, have always held jobs outside the home. The number of women in the work force is still growing. Between 1950 and 1974 the number of women workers doubled, and today women account for more than two-fifths of all workers. In fact, the average women can expect to work outside the home for 20-25 years of her life.

Although most women who work outside of the home do so primarily because they need the income, their earnings as compared to men's have decreased slightly over the last ten years. Today most women still are found in lower paying, lower status jobs. Several reasons for this are listed below:

1. Women often have less education than men.
2. Women with families often work outside the home only part time.
3. Women start and stop work to have babies and raise families and so do not advance as quickly as men in senority or by promotion.
4. Women are still discriminated against in salary and promotion in many occupations.

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation
A. Complete Attachment 2 to help you determine why so many women are now employed.	Attachment 2	Completed Attachment 2 Teacher Evaluation
B. As more and more women enter the work force, attitudes about their rights and responsibilities in the home and on the job continue to change. Pretend that you work for a newspaper writing an advice column similar to "Dear Abby" or "Dear Ann Landers." Using Attachment 3, write an answer to the letter.	Attachment 3	Answer written to letter to "Dear Gabby" Teacher Evaluation
C. The social and economic factors that have influenced the change in female roles have also had an impact on male roles. More than half of all the women who work outside the home, are married. As more and more women work outside the home, some men have taken over the tasks of housekeeping and child care. These men are sometimes referred to as househusbands. Using Attachment 4 give some thought to this new role and complete the questionnaire.	Attachment 4	Completed Attachment 4 Teacher Evaluation
D. Notice that TV commercials advertising products used in housework are almost always directed toward women. Choose one of these commercials and rewrite it, slanting it toward househusbands.	TV Notebook paper	Rewritten TV commercial Teacher Evaluation

What I Do	What I Use	Product and Evaluation
We are proud of stating that in the United States all men are created equal. Unfortunately, women have not always shared this equality in legal rights. During recent years, however, legislatures have begun to view the role and status of women differently. They have passed laws which prohibit sex-discrimination in various areas.		
E. Review the laws on Attachment 5. You may think that these laws are of value only to women. Remember that they were passed to end any sex discrimination in the areas mentioned. Therefore, at times men also will benefit from these laws.	Attachment 5	
Arrange with your teacher to have the laws on Attachment 5 discussed in a class setting. You may invite lawyers from the community to talk with the class about court cases involving sex-discrimination, or have different students interview lawyers (in person or by telephone) and report back to the class.		Completed worksheet Teacher Evaluation
Using Attachment 6 read each person's problem and decide which law would help him or her.	Attachment 5 Attachment 6	

3. Non-Traditional Career Options For Males and Females

Why Do This Activity?	Evaluation Will Be Based Upon
Your choice of a future career may be limited if you consider only occupations traditionally held by your own sex. By exploring a non-traditional job, you will have an opportunity to re-evaluate previously held attitudes and in doing so, may broaden your career options.	Completeness of requirements Ability to follow directions Neatness of finished products Correct English and spelling Responsibility while visiting a site

3. Non-Traditional Career Options For Males and Females -- Evaluation

3. Non-Traditional Career Options for Males and Females

What I Do	What I Use	Product and Evaluation
Read the following Information: A. The number of women in the work force continues to grow. The jobs they hold, however, continue for the most part to be the ones held traditionally by women. One-third of all women workers are employed in clerical jobs, while less than seven percent of men hold clerical jobs. Men, on the other hand, are concentrated in craft or operative jobs. Only one percent of women workers hold such jobs. Only in the occupations of professional and technical workers and sales workers are the percentages of men and women workers nearly the same. Thus, people still think of certain occupations as traditionally male or female.		
B. Visit the Career Resource Area in your school and look at occupational briefs, pamphlets, and books about various careers. Are there any materials that seem to be written for only one sex? Make a list of these jobs under the headings "Traditional Male Jobs" and "Traditional Female Jobs." Now put a check beside all of these jobs that you feel could really be handled by either sex. Be prepared to discuss the following question with your teacher: Why has some career material been written to imply that a certain job is open to only one sex?	Notebook paper Occupational briefs, books, and pamphlets about careers	Lists of "Traditional Male Jobs" and "Traditional Female Jobs" and discussion of question ________________ Teacher Evaluation

3. Non-Traditional Career Options for Males and Females

	What I Do	What I Use	Product and Evaluation
C.	A person's choice of career may sometimes be influenced in a subtle way by reading or hearing sex stereotyped statements. Using Attachment 7, think about such language as you complete the worksheets.	Attachment 7	Completed worksheets Teacher Evaluation
D.	You have had the opportunity to become aware of occupations which are considered traditional for males and females. Now list three jobs considered non-traditional for your sex which you would like to learn more about. Beside each job write reasons telling why you are interested in this occupation.	Notebook paper	List of three non-traditional jobs and reasons why they might interest you Teacher Evaluation
E.	Consult with your teacher in the final selection of the non-traditional job you wish to explore. Follow the established procedure in making arrangements for this job exploration. Do not limit your exploration to a telephone interview. Visit one or more work sites in the community where people are presently employed in non-traditional jobs or career fields. Use the questions on Attachment 8 as a guide for obtaining meaningful information about a non-traditional career option.	Attachment 8	
F.	Use Attachment 9 in the evaluation of your non-traditional job exploration. Review the information gained by using Attachment 8 when making your evaluation.	Attachment 8 (already completed) Attachment 9	Evaluation of job exploration Teacher Evaluation

FAMILY JOBS

Ted and Sue Browning are a young married couple. Recently they moved into their first home.

Below is a list of household jobs. Decide which tasks Ted would be better able to do and write his name beside these jobs. Do the same for Sue. If you feel either one could do the job equally well, write "both" beside this job.

Earn money to support the family ______________________

Wash the clothes ______________________

Take out the trash ______________________

Pay the bills and balance the checkbook ______________________

Cook the meals ______________________

Fix a leaky faucet ______________________

Shovel the snow ______________________

Bake a cake ______________________

Do the grocery shopping ______________________

Wash the car ______________________

Mow the lawn ______________________

Clean up after meals ______________________

Paint the livingroom ______________________

Change the oil in the car ______________________

Clean the house ______________________

Return books to the library ______________________

Take the car to be inspected ______________________

CASE HISTORIES

Read each case history below. Underline all statements explaining why these women work outside the home.

Ann O. had never seriously considered going to work before. She was happily married and had two small children. Then her husband lost his job, and the family needed money. Ann found a job in a bank. Her salary helped the family meet expenses until her husband found another job.

Mary B. had been a homemaker all of her life. She considered it important to be at home while her four children were growing up. When her youngest child left for college, however, Mary began to feel bored and restless. She always enjoyed skiing and she decided to capitalize on this interest. She opened a small shop which rents and sells ski equipment. Once again Mary finds she enjoys life. She now realizes that to be happy, she needs some sort of challenge.

Shelly B. is a personnel manager for a large company. She and her husband do not plan to have children as they are more career oriented than family oriented. Shelly's job is very important to her and she would accept a promotion even if it meant moving across the country and living apart from her husband.

Melanie H. has one eight year old child. Six years ago her husband was killed in an automobile accident. He did not leave much insurance and Melanie had to find a job to support her daughter and herself. She discovered that jobs in the skilled trades often pay well, and after a period of training she got a job as an electrician.

Sherri T. has three school age children. For several years her marriage had been unhappy, and one day her husband announced that he wanted a divorce. Sherri soon discovered that she and her children could not live on the child support paid by her former husband, so she accepted a secretarial position.

Sue C. is a lawyer who supports herself. Although she dates several young men, she does not wish to marry any of them until she has had more time to be on her own. Even if she should someday marry, it is doubtful that she would give up her job. She spent many years in school working to earn her degree, and she now enjoys the work she is doing.

Jan R. has two junior high age children. Her husband makes an adequate income, but they have not been able to save much money for the children's college educations. Jan returned to the teaching job she had left years before and is now putting aside her earnings to be used later when the children go to college.

DEAR GABBY

Dear Gabby,

For several years I have been working as a bank teller. Recently I was asked to join the management training program at the bank. The promotion would mean more money and a chance for a much more challenging job. There is one drawback, however. The position would demand more of my time, and I would be unable to be at home as often. I have two school age children and a husband who works as a biology teacher. Should I ask him to help with the child care and housekeeping? Or should I turn down my job opportunity? -- Undecided

HOUSEHUSBANDS

List five reasons why a man might choose to become a househusband.

1. ____

2. ____

3. ____

4. ____

5. ____

Think of the problems a man might face in the non-traditional role of househusband. Would these problems more likely involve the actual work he is doing or his feelings about the work? Give reasons for your answer.

____

____

____

____

____

Attachment 5
Exploring Male and Female Career Roles

LAWS PROHIBITING SEX DISCRIMINATION

Equal Pay Act of 1963
As Amended by the Education Amendments of 1972

What is says: There will be no discrimination against employees on the basis of sex, in the payment of wages and fringe benefits.

What is means: Examples of discrimination forbidden by this act include:

establishment of different pay scales for females and males who perform substantially similar work;

establishment of higher commissions for male sales clerks who sell men's clothing than for female sales clerks who sell women's clothing.

Civil Rights Act of 1964
As Amended by the Equal Employment Opportunity Act of 1972

What is says: There will be no discrimination in employment on the basis of race, color, religion, sex, or national origin.

What is means: Examples of sex discrimination forbidden by this act include:

sex-segregated classified advertising ("help wanted-male" and "help wanted-female");

different retirement ages for men and women;

separate promotion ladders for women and men;

refusal to treat pregnancy as a temporary disability.

Title IX of the Education Amendments of 1972

What is says: There will be no discrimination in educational institutions against students and employees on the basis of sex.

What is means: Examples of discrimination forbidden by these amendments include:

refusal to hire or promote qualified women as principals in the school system;

refusal of a college to provide housing of comparable quality and cost to students of both sexes;

refusal to provide equal opportunity to both sexes to receive fellowships and scholarships;

maintaining sex-segregated classes in business, vocational, technical, home economics, music, and adult education courses.

PEOPLE WITH PROBLEMS

Ken was a nurses' aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than an orderly in the same hospital. An investigation proved that the duties of a nurses' aide were in reality equal to those of an orderly.
Which law would help Ken? ____________________

Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class and he was denied enrollment. It was explained that the class was open only to females.
Which law would help Jim? ____________________

Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty two. She was even more angry when she discovered that male employees could work until they were sixty five.
Which law would help Jean? ____________________

Mary had applied to be an assistant principal in one of the city high schools. Her education and experience made her feel well qualified for the job. A man who was a football coach, however, was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems an assistant principal must handle.
Which law would help Mary? ____________________

Robert was a hair stylist in a beauty salon. When the original owner of the shop sold the business, the new owner fired Robert because she preferred to have only women working in her shop. Robert had had eight years of experience as a hair stylist and his previous work had brought in more than enough fees to cover his salary. He decided to complain.
Which law would help Robert? ____________________

Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told,

he would begin their management training program and for this reason was entitled to the higher salary.
Which law would help Sue? ______________________________

Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read "Wanted--busboys parttime." When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work.
Which law would help Linda? ______________________________

THE LANGUAGE OF SEX STEREOTYPING

Part I

Underline the parts of each sentence below that lead you to think the job mentioned is held by one sex only.

1. A forest ranger should be in good physical condition because he must spend long hours in rugged country.
2. Many kindergarten children regard their teacher as a mother substitute.
3. Dentists are highly professional men.
4. A college professor has spent many years studying extensively his area of interest.
5. In addition to being courteous and helpful, an airline flight attendant must also keep her appearance attractive.
6. During his apprenticeship, the man who intends to become an electrician must spend several nights each week in school.
7. If you need to ask the librarian a question, be certain to thank her for her help.
8. Although she isn't a doctor, a nurse is an important member of the health care team.

Part II
Some job titles used to describe workers show sex stereotyping. Change each title below to one that indicates the job could be held by a person of either sex. The first one has been done for you.

1. fireman -- firefighter

2. mailman --

3. busboy --

4. stewardess --

5. policeman --

6. housewife --

7. waitress --

8. telephone lineman --

9. salesman --

10. seamstress --

11. draftsman --

12. girl Friday --

EXPLORING A NON-TRADITIONAL CAREER

What is a Non-Traditional Occupation or Career?

If you are a girl, have you ever considered a career as an auto mechanic, a doctor, or an airline pilot? If you are a boy, have you ever considered a career as a kindergarten teacher, a florist, or a nurse? These are some examples of non-traditional occupations for females and males.

At one time it might have been unusual to see a female auto mechanic or a male kindergarten teacher. But things are changing. Many new career opportunities are available for men and women today, because most people realize that a person's qualifications for a job are more important than his or her sex, race, or age. Whether you are female or male, you have an opportunity in the ECC program to explore many careers you may never have considered before.

When Can You Explore a Non-Traditional Occupation?

You may choose to explore a non-traditional career during your Primary Cluster Explorations, during your Secondary Cluster Explorations, or during both.

When you explore a non-traditional career, you will plan and complete your site visit in much the same way you would any other exploration. The major difference is that you have an opportunity to ask some special questions of the worker in a non-traditional job.

You can get ideas about different non-traditional occupations to explore from your teacher.

Here are some questions you may use when you interview workers in non-traditional jobs:

1. What is the ratio of males and females working within this occupation at your place of employment?
2. What special problems did you have in getting this job? Did you have to take legal action to secure the employment?
3. Did you find any family opposition to your entering this career?
4. What were the responses from your friends when you told them about your job?
5. How have you been treated by your co-workers?

6. Have you found any physical demands that you could not meet at first?

7. Are your opportunities for advancement the same as for members of the opposite sex?

8. Would you advise someone else of your sex to enter this occupation?

EVALUATION OF NON-TRADITIONAL JOB EXPLORATION

Part I

The non-traditional job I explored was____________________________

I would/would not be interested in working in this occupation.
(Circle "would" or "would not")

List the reasons for your answer below.

1.

2.

3.

4.

5.

Part II

Complete a Career Exploration Guide for your non-traditional site visit. If you are not using the Exploration Guide, use this sheet to write a description of your site visit. (Where did the exploration take place? Who was your community instructor? What did you learn about the job?, etc.)

Jefferson County Public Schools, 1978

STUDENT NAME ________________

LIFE SKILLS AREA Personal/Social Development

COMMUNITY INSTRUCTOR ________________

PROJECT TITLE Who Are We?

LEARNING MANAGER ________________

STARTING DATE ________________

TARGET DATE ________________

COMPLETION DATE ________________

RATIONALE: This project will acquaint you with past and present view points regarding roles of men and women in our society. With this background information, you will record your personal attitudes about career and life roles of males and females and speculate on the effect contemporary attitudes may have on your future.

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
I. Where Do You Stand?		
A. To help you discover where you stand on the career and life roles of males and females, complete the blue questionnaire, Male/Female Roles. The questionnaire can be found in the Career Resource Area. It begins: "Society is changing. It is questioning once commonly accepted beliefs..." In addition to reflecting your honest attitudes and values, your answers should be well written and complete. Be prepared to discuss your answers with your learning manager.	Male/Female Roles Questionnaire (found in the Career Area)	Well written, complete questionnaire, Male/Female Roles ____________ L.M. Certification
B. Find and interview someone whose viewpoints on one question (in A above) differ from yours. Write a short paper explaining his/her viewpoints. Conclude the paper with a statement of why you still defend your own viewpoint, now agree more with the other person's viewpoint, or can see it from more than one viewpoint.	Student or adult acquaintance Completed Male/Female Roles Questionnaire (From A above)	Short paper explaining another's viewpoints and defending your own. ____________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
II, Definitions Using any available resources (print or broadcast media, personal-your own or other's experiences), describe a current or historical event to define and show an example of the 6 words or phrases listed below. Credit each source with appropriate bibliographical information or include an actual example of newspaper articles, magazine pictures, etc. sex bias (or sex discrimination) sex fair (or sex equity) masculinity femininity stereotyping affirmative action	Newspaper Articles Movies T.V. Shows Personal Experiences Experiences of others Books about: History Herstory Feminism Male Roles Community groups	Six well written definitions and examples, each illustrating one word or phrase listed under A. ____________________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
III. Sex biased/sex fair words, phrases, and practices	Attachment 1	
A. Complete Attachment 1 using your own knowledge and suitable references.	Resources in the Career Resource Area Resources in the school or public library Resources from your LM	List of acceptable sex fair words. ____________________ L.M. Certification
READ THE FOLLOWING INFORMATION: "Does the language we speak affect our perception of the world around us?" Yes, it does says Edward Sapir, a famous linguist: it affects our thinking and our lives at the subconscious level of our awareness. He states his hypothesis as follows: 'Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society...' (From "Today's Changing Roles: An Approach to Non-Sexist Teaching, developed by Educational Challenges, Inc., Washington, D.C., published by National Education Association, 1974).		

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
B. Review career related materials of your choice (pamphlets, books, films, filmstrips, etc.) looking for examples of sex bias. Use Attachment 2 for ideas of what to look for while reviewing materials. Write a business letter to at least one publisher pointing out the specific sex bias(es) and expressing your feelings and opinions about their occurence in the materials. Clear your letter with your learning manager and mail it.	Attachment 2 Career-related materials	Business letter to publisher pointing out specific sex bias(es) and expressing feelings and opinions about their occurences. ____________________ L.M. Certification
C. From your own experiences describe to your learning manager an instance illustrating sex bias or stereotyping. It may relate to teaching, counseling, hiring, coaching, or other similar practices. Be prepared to explain how you handled the situation and how you felt about it at the time.	Personal experiences	Personal experience with sex bias or stereotyping. ____________________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
IV. Career Goals and Role Models A. Select one (or more) person with whom you identify. It may be someone you admire, would like to know (or know better), see as a role model, or would like to imitate or copy. It might be a member of your immediate family or a more distant relative; someone from the sports or entertainment worlds; someone from history, literature, music, or the arts; a neighbor or a teacher; someone in a position of leadership; a close friend or a casual acquaintance; or someone who is a figment of your own (or another's) imagination. Analyze what it is about this person (these persons) you admire or would like to copy. Is it their behavior, mannerisms, successes, skills, talents, knowledge, intelligence? Is it their career or life style; or their self confidence, dedication, composure; or their means of expressing themselves? Is it their political, social, economic status? List those things you admire about one or more persons with whom you identify.	Your own knowledge	List of things you admire about one or more persons with whom you identify. ____________________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
B. On another sheet of paper, draw two columns. Entitle the sheet "Career Goals and Role Models." In one column, write some goals related to the life and career roles you are presently considering for yourself. In a second column, indicate how your role model (from A and B above) might have influenced (or still could influence) your thoughts, feelings, actions, about your life and career goals.	Information from A above.	List of personal goals with correlating statements showing the actual or potential influence of a role model on your thoughts, feelings, actions. ____________________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
V. Facts vs. What People Think A. Using resources available in the Career Resource Area or school or public libraries, locate and write in the missing facts for statements one through seven on Attachment 3, Survey -- Facts vs. What People Think. Be sure to indicate the source of your information (title, author, publisher, copyright date, and page). Write your opinions for questions eight and nine.	Attachment 3 Career Resource Area School or public libraries Acquaintances (Community instructors, family, friends, teachers, neighbors). Resources from L.M.	Completed survey statements including sources used in locating correct facts. L.M. Certification
B. Survey 3 people for each statement or question. Read them the statements or questions as written before you researched and wrote in the facts (or your opinion for questions eight and nine) Ask them to complete the blanks on the basis of their own knowledge. After interviewing each person, tell him/her the correct answers to the statements or questions. Interview at least one person in each of the following age groups: Younger than 25 Between 25 and 45 Older than 45	Attachment 3 (partially completed) At least 3 people in different age groups to interview.	Completed survey form with opinions from at least 3 different people representing at least 3 different age groups. L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
C. In analyzing responses to your survey, answer such questions as: Did any one age group seem more knowledgeable than the others? Did men or women seem to know more facts? How did people react when told the correct answers? Were they surprised? Doubtful? What conclusions can you draw from your findings about public awareness of sex roles? Would you consider working in a non-traditional role some day? Why or why not?	Attachment 3 (completed)	Well written answers to questions regarding survey. ____________________ L.M. Certification
VI. Laws Affecting Rights Laws which prohibit sex discrimination in employment and education are designed to protect the rights of both females and males. Read the "Laws and Guidelines" sheets (Attachment 4) and complete the "What's the Law?" sheets. Use any other resources necessary to find out details about the laws (for example, arrange with your learning manager to have a local attorney talk with the class about the laws, court cases regarding sex discrimination, reverse discrimination, etc.).	Attachment 4 Resources from LM Local, state or federal government offices Attorneys from the local community	Completed "What's the Law?" cas studies sheets. ____________________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
VII. Male/Female Career Options		
A. Using Attachment 5 as well as any other available resources as a guide, develop a questionnaire designed to discover the extent of sex bias or stereotyping in various careers.	Attachment 5 Career Resource Area School and public libraries Knowledgeable authorities	Sex bias or stereotyping questionnaire ________________ L.M. Certification
B. Following established ECC community exploration procedures, visit a work site where you can interview one woman OR one man in a non-traditional career role. Complete the Career Exploration Guide and obtain answers to your questions.	Person working in career considered non-traditional for his or her sex. Career Exploration Guide (from Learning Manager) Questionnaire developed in A above.	Completed questionnaire and Career Exploration Guide. ________________ L.M. Certification
C. Write a journal entry to record your reactions to the non-traditional exploration, and tell your feelings about working in a non-traditional job yourself someday.	Career Exploration Guide (completed in B above) Questionnaire (completed in B above) Your personal reactions and feelings.	Journal entry. ________________ L.M. Certification

SEX BIAS/SEX FAIR WORDS AND PHRASES

Rewrite the sex biased words or phrases to make them sex fair.

SEX BIASED	SEX FAIR
Example: Fireman	Example: Fire fighter
1. housewife or househusband	
2. mankind	
3. steward or stewardess	
4. primitive man	
5. Each student will submit his assignment.	
6. manmade	
7. cleaning woman	
8. insurance man	
9. The office was manned by...	
10. chairman or chairwoman	
11. old maid	
12. foreman	
13. mailman	
14. male nurse	
15. I now pronounce you man and wife	
16. salesmen or saleswomen	
17. college boys and co-eds	
18. office girl	
19. caveman	

SEX BIASED	SEX FAIR
20. woman novelist	
21. forefathers	
22. lady doctor	
23. family man	
24. The secretary...she	
25. cameraman	

THINGS TO CONSIDER

The following are some questions you might wish to consider as you look through materials for examples of sex bias.

1. Are males and females consistently represented in equal balance?

2. Do the materials show a variety of choices for males and females and are both encouraged to pursue personal goals, including non-traditional ones, if they are so inclined?

3. Are females and males encouraged to develop their own lives, meet their own challenges, find their own solutions?

4. Do illustrations tend to stereotype the workers according to traditional sex roles? dress? mannerisms?

5. Is inclusionary language used (i.e. police officer instead of policeman, "staffed by" instead of "manned by," etc.)?

6. Are females and males shown at a variety of levels in an occupation as well as in a variety of professions, trades, or jobs?

7. Are males and females shown as worthy models to emulate?

8. Do the materials fairly represent accomplishments of both sexes in any given field?

9. Does the author avoid language which is patronizing, demeaning, or limiting to either sex?

10. Are members of either sex arbitrarily assigned leading or secondary roles?

11. Are both sexes treated with the same respect, dignity, and seriousness?

12. Are members of both sexes represented as whole human beings with human strengths and weaknesses, not masculine or feminine ones?

WHO ARE WE?
Attachment 3

SURVEY -- FACTS vs. WHAT PEOPLE THINK

1. In the midfifties, women made up about ______ percent of the U.S. labor force; by the midseventies, women made up about _____ percent of all workers.

   Source: ____

Name	Age Group	Midfifties	Midseventies
____________	______	________%	________%
____________	______	________%	________%
____________	______	________%	________%

2. In the early forties, married women (husband present) made up about _____ percent of all working women; by the midseventies, married women (husband present) made up about _____ percent of all working women.

   Source: ____

Name	Age Group	Midfifties	Midseventies
____________	______	________%	________%
____________	______	________%	________%
____________	______	________%	________%

3. In the midseventies, women made up about _____ percent of all professional and technical workers; about _____ of all clerical workers.

Source: ____

____

Name	Age Group	Professional/ Technical	Clerical
____________	______	__________%	________%
____________	______	__________%	________%
____________	______	__________%	________%

4. Between the midsixties and midseventies, the earnings of women, as compared to men (increased slightly) (decreased slightly) (stayed about the same).

Source: ____

____

Name	Age Group	Increased Slightly	Decreased Slightly	Stayed the same
____________	______	________	________	________
____________	______	________	________	________
____________	______	________	________	________

7. As the educational attainments of women have increased, the number of women in the work force has (increased) (decreased) (stayed the same).

Source: ____

Name	Age Group	Increased	Decreased	Stayed the same

8. What do you think will happen to men in the work force as career opportunities for women expand? (Your opinion)

Name	Age Group	Opinion

5. Most women who work outside the home do so primarily because

____

____

Source: ______________________________________

____

Name	Age Group	Primary reason for women working outside the home
________________	______	____________________
		____________________
________________	______	____________________
		____________________
________________	______	____________________

6. Today, most women average about __________ years working outside the home.

Source: ______________________________________

____

Name	Age Group	Number of years
________________	______	__________
________________	______	__________
________________	______	__________

9. In what ways do you think marriage and family life will be affected as more women take on career commitments? (Your opinion)

____

____

____

Name	Age Group	Opinion
____________	______	______________________
		______________________
____________	______	______________________
		______________________
____________	______	______________________
		______________________

*LAWS AND GUIDELINES PROHIBITING DISCRIMINATION IN EDUCATION AND EMPLOYMENT

In the past several years, new laws have been enacted to prohibit discrimination in both education and employment. Many of these laws have been designed to eliminate discriminatory practices on the basis of race, color, religion, and national origin. Since 1972, discrimination on the basis of sex has been included through the extension and enforcement of existing laws.

Many of these laws are having a major impact on instances of discrimination. The *Equal Pay Act of 1963*, for example, prohibits discrimination in salaries on the basis of sex. The Equal Pay Act prescribes that equal pay be given to employees who perform tasks requiring equal skill, effort, and responsibility under similar conditions. This legislation has been used as a legal basis for a variety of court decisions. In 1970, the U.S. Supreme Court ordered the Wheaton Glass Company to pay back over $900,000 in back wages and interest to women who were being paid 21.5 cents per hour less than men, and doing substantially the same work. In 1973, American Telephone and Telegraph was ordered to award back pay to 15,000 employees. Thirteen thousand of these employees were women who had been given no opportunity to be assigned to better paying jobs. The Wage and Hour Division of the Department of Labor estimates that as of April 1975, over $108 million is still due to 203,280 working women and men.

Another law which has been utilized frequently is *Title VII of the Civil Rights Act of 1964.* This legislation prohibits discrimination based on race, color, religion, national origin, or sex which affects equal access to jobs. For example, with the exception of jobs within particular religious orders and within the specifications for actor or actress, few job specifications can be legally classified as *bonafide occupational qualifications* to exclude either sex from employment. During the first year of enforcement by the Equal Employment Opportunities Commission, over 40 percent of the complaints charged discrimination on the basis of sex (Bird, 1969). In 1971, over 6,000 charges of sex discrimination alone were filed (Bem and Bem, 1973).

Employees must be alert to discriminatory practices which may still exist, such as:

Same title, but lower pay, e.g. teacher or coach

Same work, but different title with lower pay, e.g. administrative assistant vs. assistant director;

---

*Adapted from Sex Fairness in Career Guidance, Abt Publications, Cambridge, Massachusetts, 1975, pp. 27-29.

What's The Law?

Michael, a buyer for a department store, and Julie, a law school student, have been married for 20 years and have two children. Nora is 17 and Danny is 15. Danny and Nora have recently enrolled in the ECC program in their high school, and are discussing the program with their parents.

Nora talks about the career explorations, and how part of the program involves exploring non-traditional career options. Both Julie and Michael are particularly supportive of the program, especially as it deals with changing male and female roles. Danny says he doesn't know why it's so important to know about things like laws that prohibit discrimination. He doesn't think it happens very often, and what does it do for men, anyway?

Julie takes the opportunity to talk about several cases of discrimination she has studied in her law courses.

DIRECTIONS:

1. Read the brief case studies which follow.
2. Using applicable information about the laws from "Laws and Guidelines Prohibiting Discrimination in Education and Employment" (Attachment 4), record the law which appropriately deals with each case study.
3. Check your answers for each case study with your learning manager.

Same work, same pay, but different qualifications, e.g. recruiting standards may be higher for women than for men; and

Same work, but different opportunities for promotion.

In addition, affirmative action programs are now required by Executive Orders 11246 and 11375 as outlined by the implementing regulation, Revised Order No. 4. These affirmative action programs are required by all companies with federal contracts of $50,000 or more and 50 or more employees. Affirmative action may also be required under other laws after discrimination is found. Although affirmative action programs are different, they all are designed to assure women and minorities reasonable representation on the basis of availability for each job category within the organization. This is usually done by comparing the number of women and/or minority employees with the labor pool available in the local community.

Until the fall of 1971, with the passage of the Public Health Service Act, no federal legislation prohibited sex discrimination among students at all levels of education. Much broader provisions were outlined when Title IX of the Education Amendments of 1972 was enacted. Title IX prohibited sex discrimination in admissions and treatment of students in all federally assisted education programs. Since that time there has been considerable speculation concerning the changes which will be required to comply with Title IX. The implementing regulation may affect policies relating to competitive athletics, recruiting, admissions, students benefits, housing rules, single-sex courses, textbooks and curriculum, and women's studies programs. The full impact of this legislation remains to be seen.

WHAT'S THE LAW

Case Studies

1. Ken was a nurses' aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than an orderly in the same hospital. An investigation proved that the duties of a nurses' aide were in reality equal to those of an orderly.
   Which law would help Ken?______________________________

2. Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty-two. She was even more angry when she discovered that male employees could work until they were sixty-five.
   Which law would help Jean?______________________________

3. Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class, and he was denied enrollment. It was explained that the class was open only to females.
   Which law would help Jim?______________________________

4. Mary had applied to be an assistant principal in one of the city high schools. Her education and experience qualified her for the job. A man who was a football coach, however,was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems that an assistant principal must handle.
   Which law would help Mary?______________________________

5. Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told, he would begin their management training program and for this reason was entitled to the higher salary.
   Which law would help Sue?______________________________

6. Robert was the only additional worker in a small greenhouse run by an elderly couple. When the original owners of the shop sold the business, the new owner fired Robert because she preferred to have another woman working in her greenhouse.

Robert had had three years of experience as a greenhouse worker, and his previous work had brought in more than enough money to cover his salary. He decided to complain.
Which law would help Robert?______________________________

7. Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read "Wanted--busboys part time." When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work.
Which law would help Linda?______________________________

MALE/FEMALE CAREER OPTIONS QUESTIONNAIRE IDEAS

1. Who traditionally does your job? male___female___either___ What are the historic reasons or precedents for this? What trends are taking place or do you think will take place to change this situation?

2. Does your job require any physical characteristics (strength, for example) which makes the job more suitable for men than women? Women than men?

3. Assuming all other factors and conditions (education, experience, personality, skill, circumstances, etc.) were essentially the same but that you were a member of the opposite sex, do you think you would

   --have been hired to do your job?

   --be earning (more), (less), (the same) as you do now?

   --have the same opportunities for advancement as you do?

   --have experienced any sex-related biases or barriers getting or working in your job?

   --have received (more positive) (more negative) reception from your co-workers when you began the job?

   --have difficulty transferring to a similar job with another company?

   --have had any opposition from family or friends when you took the job?

   --have received (more positive) (more negative) attention from your superiors?

   --have been counseled (by school counselor, employment agencies, personnel departments, others) not to prepare for or attempt to get the job?

   --have had the same duties and responsibilities as you do now?

   --have been expected to achieve at (lower) (higher) levels of performance and/or accomplishment than you are expected to achieve now?

--have encountered any special problems because of your sex?

--have experienced any physical demands that you might not have been able to meet at first or that you would have had to overcome?

4. What kinds of hardship might a person of the opposite sex expect to encounter in your job?

5. What, if any, are some interesting incidents which have occured to you (either when preparing for or working on the job) due to your sex?

6. Do you think a person's sex should determine which duties and responsibilities a worker should be assigned?

7. Have you experienced or observed anyone taking any legal recourse or action in order to gain adequate consideration for a non-traditional job?

8. If you were to be transferred from this area, what kinds of problems might you face if your spouse also worked?

9. If you are in a non-traditional role, what were your feelings when you first got your job?

SEX-FAIR CAREER GUIDANCE WORKSHOP

EXPLORING CAREERS IN THE COMMUNITY
PROJECT ON NON-TRADITIONAL CAREER EXPLORATIONS

Old Heidelberg Inn
Highway 40, Golden

Wednesday, February 15, 1978
Thursday, February 16, 1978
8:30 - 4:00

AGENDA

8:30 - 9:00	Introductions	Dr. Robert Blum Career Education
9:00 - 9:30	Project Pretest	Ms. Linda Doyle Career Education
9:30 - 10:15	Large Group Activity: Exploring Sex-Roles	Ms. Cherie Lyons Career Education Ms. Linda Doyle
10:15 - 10:30	Break	
10:30 - 11:00	Guest Speaker Presentation: Changing Realities: Social, Legal and Economic Aspects	Dr. Martha Fair Colorado Department of Education
11:00 - 12:15	Small Group Activities: Identifying Sex-Bias in Career-Related Materials Large Group Discussion	Dr. Nancy Scott Institute for Equality in Education Ms. Linda Doyle
12:15 - 1:00	Luncheon	
1:00 - 2:30	Practicing Sex-Fair Counseling Techniques: Introduction Demonstration Small Group Role-Plays Large Group Discussion	Dr. Nancy Scott
2:30 - 2:45	Break	
2:45 - 3:15	Utilizing Non-Traditional Community Resources and Individualized Activities in the ECC Program	Mr. Mike Patterson Ms. Elena Newton Community Resources Specialists Selected ECC Team Leaders
3:15 - 3:30	Workshop Evaluation	Ms. Linda Doyle
3:30 - 4:00	Questions, Wrap-up	

Colorado Department of Education
Title IX - Sex Equity Consultant
Dr. Martha H. Fair

Sex Equity Pre-Test - Post-Test

1. Title IX regulations require:
   a. that equal amounts of money be spent for both boys and girls.
   b. that certain textbooks and materials not be used.
   c. that equal educational opportunity be in all school activities.

2. Research indicates that both male and female counselors:
   a. do not hold differential perceptions of appropriate academic choices for modest females.
   b. apply traditional role stereotypes to both college and non-college bound females.
   c. use non-sex biased instruments in the counseling process.

3. An analysis of athletic budgets in secondary programs indicates that the ratio of expenditures for females and males approximates:
   a. $2/$5.
   b. $1/$10.
   c. $1/$50.

4. A 1970 study indicated that of the nation's 17,000 school districts, only ____________ offered pregnant students any educational services at all.
   a. one-half.
   b. one-fourth.
   c. one-third.

5. A survey by the American Council on Education found that of all freshmen in college, women were more likely than men to be high achievers in all areas except:
   a. science and athletics.
   b. math and science.
   c. science and music.

6. Though 29% of the women who received education degrees received doctoral degrees in education and administration, there are only _______ superintendents.
   a. 15.3%.
   b. 25.9%.
   c. .6%.

7. Though males and females share fairly equal scholastic understanding in math, science, and social studies by age 13:
   a. females show a decline in performance that continues through adulthood.
   b. males show a slight advantage over females.
   c. males consistently outperform females.

8. Research shows that the extent and degree of sex differences in achievement is explainable:
   a. by the superior visual spatial abilities in males.
   b. by the superior verbal abilities in females.
   c. by factors other than basic sex differences in ability.

9. The highest unemployment rate among any group in our society is found among 16-19 year old:
   a. minority males.
   b. non-minorities males
   c. minority females.
   d. non-minority females.

10. The median income of working women with four years of college is ________ that of men who have completed eight years of elementary schools.
    a. more than
    b. the same as
    c. less than

11. For every $1.00 men earn, women earn:
    a. 95¢.
    b. 76¢.
    c. 57¢.

12. Both husband and wife work in ______ of the nation's marriages.
    a. 35%.
    b. 47%
    c. 65%

13. What percent of young women currently in high school will eventually work for incomes outside of the home?
    a. 90%.
    b. 55%.
    c. 40%.

14. One professed reason for paying women less than men is that men have families to feed while women work only to supplement family incolm. Of the women who work, how many are the sole support of a family?
    a. one in 25.
    b. one in 8.
    c. one in 3.

15. The median wage for women, compared to the median wage for men doing the same work is :
    a. 20% less.
    b. 30% less.
    c. 40% less.

16. The average woman in the labor force has completed a median of 12.5 years of schooling. This median is __________ as her male counterpart.
    a. more than.
    b. the same.
    c. less than.

School/Organization ____________________

Sex M ☐ F ☐

Date ____________________

CHECKLIST FOR CAREER PLANNING MATERIALS[1]

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career planning materials.

	YES	NO	N/A
1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?	____	____	____
2. Do the illustrations show women predominantly as helpers, and/or men as leaders or figures of authority?	____	____	____
3. Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures?	____	____	____
4. Do the illustrations in general show women as smiling and pleasant?	____	____	____
5. Do the illustrations in general show men as serious and thoughtful?	____	____	____
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure?	____	____	____
7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations?[2]	____	____	____
8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles?	____	____	____
9. If occupational titles are used, are they sex-biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "mail carrier?"	____	____	____
10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sex-biased language.	____	____	____

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[1] Adapted from materials prepared by Jan Birk for Title IX Equity Workshops Project

[2] Items 7 through 12 are adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials. New York: Educational Products Information Exchange, 1975.

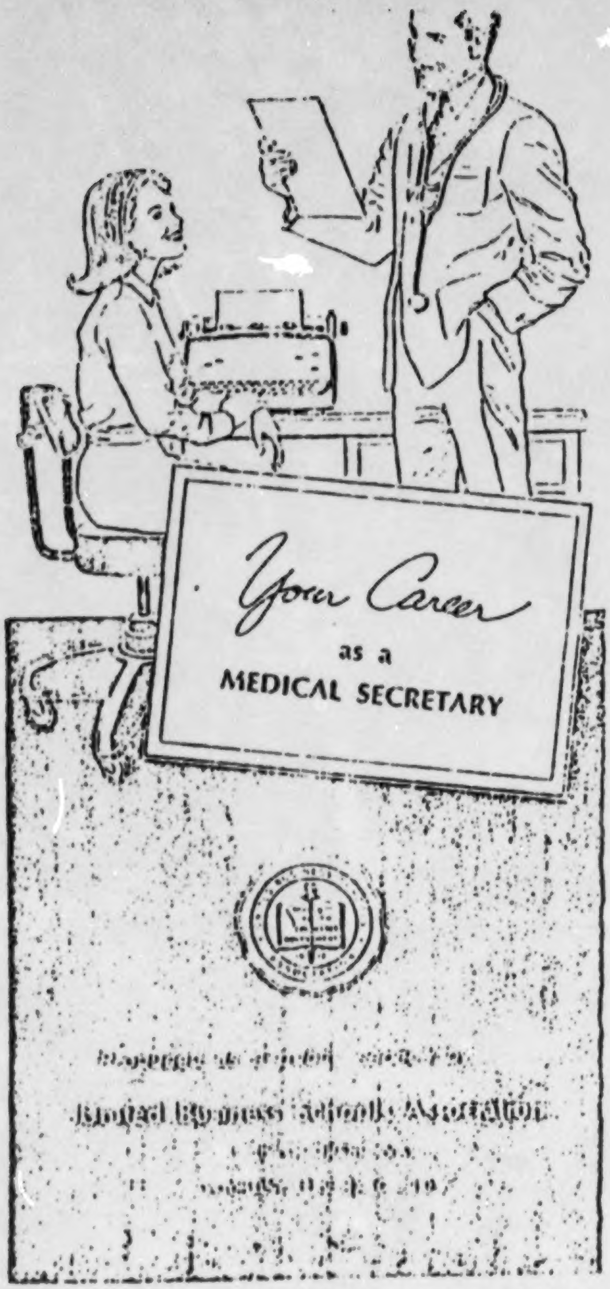
	YES	NO	N/A
11. If references exist to family responsibility, are there sex-differentiated expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider?	___	___	___
12. If references are made to appearance, physical qualities or personality traits as being significant factors related to success, are they sex-biased? For example, is being a nurturant person related to being a successful nurse?	___	___	___
13. Is there evidence of sex-biased language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?	___	___	___
14. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?	___	___	___

15. If the materials are mediated (film, filmstrip, slide/tape) is the narration done largely by a male? a female? both?

16. List additional instances of bias (if any) in language or implication:

17. List instances of sex-fairness and affirmative language or implications (be careful to distinguish this from "tokenism"):

CAREER INFORMATION BROCHURE
(selected sections)



WHY SHOULD I GO TO A BUSINESS SCHOOL?

The private business school or junior college of business

- . . . has a very keen interest in each student. The success of the school depends upon the success of its graduates.
- . . . is in immediate touch with the businessmen of the community and can respond to the needs of the community.
- . . . has the practical atmosphere of the office, allowing the student to develop a truly functional viewpoint.
- . . . helps its graduates secure jobs.
- . . . hand-tailors instruction, counseling, and class sizes to provide a close student-teacher relationship.

THE MEDICAL SECRETARY . . . AN EXCITING, REWARDING CAREER

Do you want to serve as a key member of a medical health team? Are you understanding and sympathetic? Can you remain calm in an emergency? Do you enjoy working with professionally educated men, such as physicians, dentists, and research scientists? Are you looking for an emotionally and financially rewarding career? *If so, you may be interested in a career as a medical secretary.*

WHAT IS A MEDICAL SECRETARY?

A medical secretary is able to speak tactfully to patients. She knows the code of medical ethics and the meaning of "privileged information." She has good telephone manners and is able to arrange appointments efficiently. She has a knowledge of accounting and is able to collect bills courteously. A medical secretary is familiar with medical technology and is able to take dictation rapidly and accurately. She is able to type reports, case histories, and insurance forms correctly. She knows how to operate dictating and duplicating equipment. A medical secretary is a whiz at filing and ordering office supplies. She is capable of administering first aid. She can take temperatures, weigh and measure patients, calm upset patients, prepare patients for examinations and treatment, and sterilize equipment. She knows how to make basic laboratory examinations, such as blood counts, urine analysis, and basal metabolism. *A medical secretary, sometimes called an administrative medical secretary, is a capable, efficient assistant who is able to manage the physician's office and perform simple laboratory tests, leaving the physician more time to devote to the treatment of his patients.*

School/Organization ____________________ Date ____________________

Sex M ☐ F ☐

ACTIVITY STATION #1

Career Information Materials:
From Sex-Biased to Sex-Fair

(Large Group) Part I: Identifying Bias: Underline or circle instances of sex-bias or stereotyping in the following excerpts. Feel free to make notes about language or implications in the margins.

- From an occupational brief entitled, "Medical Laboratory Assistants and Technicians": (Occupational Exploration Kit, SRA, 1972).

It was late afternoon as Marsha worked in the lab of a small hospital, calculating the results from a determination. Suddenly a call came in from the emergency room. A man had been seriously injured in a motorcycle accident and was in need of an immediate blood transfusion. Marsha grabbed her equipment, hurried to emergency, and took a sample of the man's blood. She dashed back to the laboratory to determine his blood type and draw a matching container from the hospital blood bank. Her next step was to check the blood in the container with the injured man's to make sure it was compatible. Although she is not a doctor, Marsha's quick and accurate response helped to save a young man's life.

Because a high percentage of medical laboratory workers are women, there is a high rate of turnover. Replacements are needed

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Excerpts adapted from
Pioneer Cooperative Educational Service Agency, Workshop on Sex Equality in Education and Employment, January 26-27, 1977, Cleveland, Georgia, Supported by U. S. Office of Education, Grant No. G04-76-03001.

for those who leave the field for marriage and family responsibilities. Both full- and part-time work will be available for women who leave the field temporarily and wish to return at a later date when their children are grown.

Opportunities are also excellent for older workers and handicapped persons, since some areas of the work require little physical exertion.

While women make up the majority of medical laboratory assistants and technicians, men are entering the field in growing numbers, including many who received training in military service.

- From an occupational brief entitled, "Foremen": (OEK, 1972).

Bill felt rather than saw the foreman come up beside him. He had almost completed a job, so he looked up briefly, expecting to be given another assignment. He was surprised when Jim said, "When you finish there, go down to see Mr. Burns. Report when you get back."

As soon as Bill sat down in the office, Mr. Burns, the General Superintendent,came right to the point: "Bill, you've worked in the machine shop four years--right? And before you came to us, three years at ABC Company. Let's see--you completed apprentice training there...good production and attendance record...you get on well with other men..."

Requirements

In most industries, foremen come from the ranks of the workers. In a machine shop, for example, a foreman is often chosen because he is a skilled worker with a good record.

Education and Training

In large industrial centers, many of which have a shortage of skilled workers, employers seek young men who will persevere through apprentice training. This is especially true in the metal-trades industries. Often young men who are mechanically inclined and not especially interested in a college-degree program can find excellent opportunities by going into industry as apprentices as soon as they graduate.

A good work and study record as an apprentice is the first step to promotion to a foreman's job. But a man will need several years of experience (after his training is finished) before he is ready for promotion.

(Activity Station 1) Part 2: Rewriting for Fairness: Go over the instances of sex-bias you marked in Part 1. In the excerpts below, cross out and rewrite the biased words and sentences and make them sex-fair.

"Medical Laboratory Assistants and Technicians":

It was late afternoon as Marsha worked in the lab of a small hospital, calculating the results from a determination. Suddenly a call came in from the emergency room. A man had been seriously injured in a motorcycle accident and was in need of an immediate blood transfusion. Marsha grabbed her equipment, hurried to emergency, and took a sample of the man's blood. She dashed back to the laboratory to determine his blood type and draw a matching container from the hospital blood bank. Her next step was to check the blood in the container with the injured man's to make sure it was compatible.

Although she is not a doctor, Marsha's quick and accurate response helped to save a young man's life.

Because a high percentage of medical laboratory workers are women, there is a high rate of turnover. Replacements are needed for those who leave the field for marriage and family responsibilities. Both full- and part-time work will be available for women who leave the field temporarily and wish to return at a later date when their children are grown.

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ACTIVITY STATION #3
OBJECT ASSOCIATION

Directions:

1. Choose several of the objects to explore with your senses: sight, touch, smell (as appropriate).

2. List the first five words that come to mind as you explore each object.

Object 1_____	Object 2_____	Object 3_____	Object 4_____	Object 5_____
__________	__________	__________	__________	__________
__________	__________	__________	__________	__________
__________	__________	__________	__________	__________
__________	__________	__________	__________	__________
__________	__________	__________	__________	__________
__________	__________	__________	__________	__________

3. What occupation(s) would you associate with each object?

4. From your description of each object or your feelings about it, would you call it masculine or feminine? Tell why.

Date:____________________________ Teacher/Counselor School__________________

Observer:__________________________ Teacher/Counselor Sex M ☐ F ☐

Title of Role-Play:____________________

Checklist for Assessing the Counseling Process

YES	NO	
☐	☐	Student is encouraged to imagine and/or express personal career/life goals.
☐	☐	Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
☐	☐	Student is encouraged to consider career options not traditionally associated with that persons's gender.
☐	☐	Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.
☐	☐	Student is not discouraged from taking any class because of gender.
☐	☐	Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options.
☐	☐	Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested.

Additional Notes:

Adapted from
*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

PRACTICING SEX-FAIR COUNSELING TECHNIQUES

3 Role-Play Situations

Directions:

1. Form a group of 3 participants. Each person will take turns playing "counselor," student and observer.

2. Read over the counseling situations and have each person choose one situation and a partner with whom to role-play. Have the third person act as the observer who will complete the Checklist for Assessing the Counseling Process.

3. After one counseling situation has been completed, rotate roles and use a new counseling situation. Continue until each person has played all 3 roles.

Situation 1: Susan

Susan had never thought much beyond high school graduation. She had expected to earn her diploma, work for a few years in some clerical position, marry, and raise a family. She felt she had few definite interests or talents. She was not convinced that women really had to plan as seriously as men for the world.

She worked as a typist and file clerk for the past two summers and works in her father's small office one or two afternoons a week. She enjoys the quiet of the office and working on tasks that require precision and attention to detail. She has also taken a number of related courses in high school; bookkeeping, typing, and shorthand. She knows her skills in the area are fairly high.

She loves gardening and wildlife. She has had her own small vegetable and flower garden in her parents' yard and she has a number of pets. But she has never thought of these interests as other than fun hobbies.

While she received high scores on the "clerical" scale of a recently administered interest inventory, she also had high scores on the "outdoors", "literary", and "artistic" scales. Susan needs help in considering her career options (education, occupations, lifestyle, etc.). You say to her:

Situation 1 adapted from Sex Fairness in Career Guidance, Abt Publications, Cambridge, Massachusetts.

Situations 2 and 3 adapted from Title IX Equity Workshops Project, "Application Materials for Counselors," (field-test materials), Council of Chief State School Officers, Washington, D.C.

Situation 2: Mike

Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby-sitting and last summer worked as a counselor at a day camp. He thinks he might eventually like to be an early childhood or elementary school teacher, but he's afraid he'll be the only boy in the class and the other students will make fun of him. You say to him:

Situation 3: Julia

Julia, a high school senior, needs summer work to help pay tuition to attend a computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she reports that she likes to fix things. You say:

WORKSHOP EVALUATION

SEX-FAIR CAREER GUIDANCE WORKSHOP

PLEASE CIRCLE THE DATE: February 15 February 16

Please write your reactions, comments and suggestions regarding the following questions:

1. Which presentations or topics did you find most relevant/helpful?

2. Which presentations or topics did you find least relevant/helpful? How might the presentation or topic area have been made more meaningful for you?

3. To what extent do you feel the objectives of the workshop were achieved?

Objective/Outcome	Completely	Largely	Somewhat	Not at All
a. To provide participants with information, materials and techniques for facilitating sex-fair guidance with students.				
b. To engage participants in simulated guidance activities in which they will use materials and practice sex-fair guidance techniques.				
c. Participants identify personal values regarding male/female roles.				
d. Participants identify sex-bias in career-related materials and practices.				
e. Participants demonstrate ability to use selected sex-fair materials and guidance techniques in a simulated classroom/counseling situation.				

4. Additional Comments:

A. STAFF OUTCOMES

Objective(s): Participant will recognize expected outcomes of the inservice program.

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
• The outcomes (behavioral objectives) are similar for both staff and students, and will give you an idea of what the staff inservice program is designed to accomplish.	Staff Outcomes, Attachment 1

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

B. STUDENT MATERIALS

Objective(s): Participant will become familiar with student instructional materials.

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
1. Read the Student Outcomes	Student Outcomes, Attachment 2
2. The student instructional materials for the project include two basic pieces: a) Guidance Activities - The Fable of He and She (G-15) - Type-Casting (G-16) b) Curriculum Units - "Exploring Male and Female Career Roles (junior high) - "Who Are We?" (senior high)	
Guidance Activities	
a) Read over the two Guidance Activities, G-15 and G-16.	Guidance Activities G-15 and G-16, Attachment 3
b) Choose one Guidance Activity to do with the class to introduce the concept of sex-role stereotyping before assigning students the curriculum unit.	
Curriculum Units	
a) Read over the units for junior high or senior high.	Junior High: "Exploring Male and Female Career Roles"(Teacher's Copy), Attachment 4 Senior High:"Who Are We?" (Teacher's Copy), Attachment 5

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

B. STUDENT MATERIALS (continued)

Objective(s):

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
b) Both the junior and senior high curriculum units include an activity in which students complete at least one non-traditional career exploration. The career exploration is an extremely important part of the student component. Information to help you facilitate this is provided in Activity G in the Inservice Module.	Activity G, Inservice Module

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

C. PERSONAL ATTITUDES AND EFFECT ON STUDENTS

Objective(s): Participants will record personal attitudes about the career roles of males and females.

ACTIVITY

The purpose of recording your personal attitudes about male and female roles is to help you recognize a portion of the value system from which you operate. Whether you hold traditional, non-traditional, or some combination of these attitudes, your values cannot be judged "correct" or "incorrect". The most important factor to recognize is that each of us tends to behave subjectively, based on our individual value systems.

What does this mean for you as a teacher? It means your value system can affect students--
- in counseling situations
- in choosing career explorations
- in performing classroom activities
- in selecting or using career-related materials.

Awareness is an important stage in learning. It is a beginning place.

1. Complete the Male/Female Roles Self-Rating Scale pamphlet. Tally your "score".
2. In day-to-day classroom practices, make note of ways your attitudes about male and female roles may be influencing students. Are you helping students broaden their perceptions of changing male and female roles and consider new or different career options?

SUGGESTED RESOURCES OR MATERIALS

Male/Female Roles Self-Rating Scale, Attachment 6

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

D. CHANGING REALITIES
(continued)

Objective(s):

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
3. Using selected information you have learned from the "Changing Realities" reading, complete two profiles: one for Sheila, and one for Jim, two individuals whose lives reflect the social and economic change of the 1970's.	"Profile: Sheila", Attachment 9 "Profile: Jim", Attachment 10 Attachment 8 (for reference)
4. Laws also reflect our changing social values and economic needs. Imagine the far-reaching implications of a law which would require that homemakers (either male or female) be paid for their homemaking tasks. The laws which prohibit sex discrimination in employment and education are designed to protect the rights of both females and males; and, in some cases, to compensate for past discrimination. Using the information you have learned about laws prohibiting discrimination from the "Changing Realities" reading, complete the "What's the Law?" sheet.	"What's the Law?" sheet, Attachment 11 Attachment 8 (for reference)

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

D. CHANGING REALITIES

Objective(s): Participant will identify social, economic and legal factors affecting female/male roles and participation in the work force.

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
In addition to recognizing personal attitudes and values about male and female roles, it is important to understand the changing social, economic and legal factors which affect these roles. Why? First, and most simply, because change is inevitable. To be adaptable in dealing with change is necessary for continuing career growth. Second, the person equipped with facts is better able to consider a variety of career options and to make sound career decisions. Both of these factors are critical to career development. What are the trends affecting and reflecting female and male participation in the work force? Begin with a brief awareness raising activity.	
1. Complete the "Would You Have Guessed?" sheet. You may have found some of the answers for Attachment 7 surprising. In certain instances, the statistics and laws cited are in the process of changing. A sampling of up-to-date information regarding the work force and male/female participation in it is contained in the "Changing Realities" reading.	"Would You Have Guessed?" sheet, Attachment 7
2. Read "Changing Realities".	"Changing Realities," Attachment 8

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

E. STEREOTYPING IN CAREER-RELATED MATERIALS

Objective(s): Participant will identify instances of sex-bias in career-related materials.

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
Language and behavior are powerful influences which can affect the career options people consider and pursue. Years of exposure to biased or stereotyped images of males and females sometimes makes it difficult to recognize the more subtle manifestations of these stereotypes, but they can be recognized and made sex-fair. The intent of sex-fairness or sex-equity is to present career information and options in human terms - to emphasize qualifications, interests and abilities, not "appropriate" roles based on gender. The purpose of this activity is to help you develop and use the skills to recognize instances of bias in the career-related language and behavior to which students are exposed.	
1. Complete the "Gender Free Job Titles" sheet.	"Gender-Free Job Titles" sheet, Attachment 12
2. Complete the "What's the Message?" sheet.	"Guidelines for Equal Treatment of the Sexes," Attachment 13 "What's the Message?" sheet, Attachment 14

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

F. COUNSELING-RELATED BEHAVIORS

Objective(s): Participant will analyze several theoretical counseling situations for sex-bias and conduct an actual counseling session with an ECC student.

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
The more aware the teacher becomes of sex-biased language and behavior, the better he or she is able to consider or change personal behavior in relating to students. With practice, this can be done most effectively in student/teacher counseling situations.	
As a first step, consider several examples of theoretical counseling behaviors and situations.	
1. Complete "Counseling - Related Behaviors" sheet.	Attachment 15
2. Read "Counseling Carol and Frank" sheets.	Attachment 16
3. Complete one "Checklist for Assessing the Counseling Process" for each of Carol's and Frank's counseling situations. (5 total)	Attachment 16 (5 total) Carol (3) Frank (2)
By analyzing several theoretical counseling situations, you have had the opportunity to become aware of both sex-fair and sex-biased counseling practices. This awareness can help you in the day-to-day counseling situations you conduct with students.	
Use this awareness and information in actual counseling sessions with students. The "Checklist for Assessing the Counseling Process" is a tool which can be used by another teacher (acting as observer) to help you analyze the nature of your counseling behaviors with students.	

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

F. COUNSELING-RELATED BEHAVIORS (continued)

Objective(s):

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
4. Complete an actual counseling situation with at least one student in the ECC program. Have another teacher observe the situation and provide feedback. You will also serve as an observer in a counseling situation conducted by an ECC teacher in your program.	"Counseling the Student/Observation Packet," Attachment 17

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

G. NON-TRADITIONAL CAREER EXPLORATIONS AND GUEST SPEAKERS

Objective(s): Participant will identify non-traditional career options available to ECC students and facilitate experiences related to these options.

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
Role models can be important influences for both young people and adults. Experience-based career education provides especially good opportunities for students to see role-models in non-traditional occupations or careers. Learning through direct experience is a major emphasis of this activity for both the teacher and the student. The activity will include: a) identifying non-traditional career options open to females and males. b) providing students with options for non-traditional community explorations. c) providing students with guest speakers in non-traditional occupations. d) as the teacher, exploring one non-traditional occupation in the local community. e) inviting parents to accompany students on a non-traditional career exploration or at a guest speaker presentation.	

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

G. NON-TRADITIONAL CAREER EXPLORATIONS AND GUEST SPEAKERS (continued)

Objective(s):

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
1. Complete "What is a Non-Traditional Occupation?" sheet.	"What is a Non-Traditional Occupation?", Attachment 18 Colorado Women's Resource Book (available from Career Education Office)
2. Read "Providing Non-Traditional Career Explorations and Guest Speakers" sheet.	"Providing Non-Traditional Career Explorations and Guest Speakers", Attachment 19 Community Sites for Non-Traditional Placements list Guidelines for use with Guest Speakers packet, Attachment 20
3. Set up a Non-Traditional guest speaker presentation (or panel) for students using suggested resources for activity 2 above.	
4. Complete a non-traditional community site visit.	Career Exploration Guide and Suggested Interview Questions, Attachment 21
a) Choose a non-traditional occupation you would like to explore. Use any resources in Activity G which you find helpful.	Resources generated in Activity G
b) Go through the same basic procedures students would use to set up and complete non-traditional exploration.	

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

G. NON-TRADITIONAL CAREER EXPLORATIONS AND GUEST SPEAKERS (continued)

Objective(s):

ACTIVITY	SUGGESTED RESOURCES OR MATERIALS
c) You may choose to do an individual exploration, or to accompany an individual or small group of students on their non-traditional exploration.	
d) Be sure to record your reactions to the exploration on the last page of the Exploration Guide. Include any problems which arose or suggestions for improving non-traditional explorations.	
e) File the completed Guide and questions in this notebook.	
5. Read "Promoting Parent Involvement" sheet. Invite parents to accompany students on a non-traditional exploration or to attend a non-traditional guest speaker presentation.	"Promoting Parent Involvement," Attachment 22

PLEASE NOTE ANY PROBLEMS OR COMMENTS REGARDING ACTIVITIES

ATTACHMENT 1

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

STAFF OUTCOMES

Staff will be able to:

1. Record their personal attitudes about the career and life roles of males and females.
2. Define sex-role stereotyping.
3. Identify instances of sex-bias or stereotyping in:

   (a) career-related materials
   (b) teaching/counseling practices,

   and analyze the effects of those materials/practices on the career options students consider.
4. Identify statistics which reflect changes in female/male participation in the work force.
5. Identify examples of social and economic factors which have influenced changes in male/female participation in the work force.
6. Identify laws which prohibit sex-discrimination in educational practices, personnel hiring practices, and pay scales.
7. Identify non-traditional career options open to males and females.
8. Use selected student instructional materials in a simulated classroom situation.
9. Use sex-fair counseling techniques in a simulated classroom situation.
10. Inform students of options for non-traditional exploration activities in the Exploring Careers in the Community program.
11. Implement the program:

    (a) Use instructional materials in the classroom with students.
    (b) Negotiate projects and explorations with students (as necessary).
    (c) Provide non-traditional community exploration sites.
    (d) Provide non-traditional guest speakers.
    (e) Provide sex-fair counseling.
12. Evaluate the content, format, and effectiveness of the instructional materials and project activities.

ATTACHMENT 2

PLACEMENT OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN NON-TRADITIONAL CAREER EXPLORATION EXPERIENCES IN THE COMMUNITY

STUDENT OUTCOMES

Students will be able to:

1. Record their personal attitudes about the career and life roles of males and females.
2. Define sex-role stereotyping.
3. Identify instances of sex-bias or stereotyping in:
    (a) Personal/social situations
        o family, peer relationships
        o advertising, popular music
    (b) School situations
        o career-related materials
        o teaching/counseling practices
4. Describe the career and life roles they are presently considering, and identify the factors which have influenced their considerations.
5. Identify statistics which reflect changes in female/male participation in the work force.
6. Identify examples of social and economic factors which have influenced changes in male/female participation in the work force.
7. Identify laws which prohibit sex-discrimination in educational practices, personnel hiring practices, and pay scales.
8. Identify non-traditional career options open to males and females.
9. Choose, commit to and participate in the non-traditional activities available to them in the Exploring Careers in the Community program:
    (a) Community site visits
    (b) Seminars/guest speakers
    (c) Curriculum unit ("Exploring Male and Female Career Roles-Jr. High)
    (d) Curriculum unit ("Who Are We?"-Sr. High)
    (e) Guidance activities
10. Evaluate and/or react to:
    (a) non-traditional experiences they have in the ECC program and describe how those experiences have affected the career/life role options they are considering.
    (b) project instructional materials and activities.

Students view the film, "The Fable of He and She," and work together in same-sex groups to try out tasks traditionally done by the opposite sex.

G 15

The Fable of He and She

ZONE: ANY/GUIDANCE ACTIVITY

STUDENT OUTCOMES

Students define Sex Role Stereotyping and demonstrate ability to cooperate with other group members in performing non-traditional tasks.

CLASS PERIODS
Two (plus time to work on group projects)

TEACHING AIDS
Film, "The Fable of He and She", Learning Corporation of America, 1974, distributed by Northwest Media
16 mm movie projector and screen
Optional Man's World, Woman's Place, Elizabeth Janeway, William Morrow and Company, Inc., New York, 1971

STUDENT MATERIALS
As necessary to do group tasks.

JOURNAL
The Fable of He and She activity concludes with a journal entry.

BACKGROUND
This activity is designed for use before students begin the Mini Unit, Exploring Male and Female Roles. It may be used instead of or in addition to Activity G 16. The optional resource, Man's World, Woman's Place, provides factual information and insight into the social mythology which influences many of our attitudes about historical/traditional female and male roles. The teacher may wish to read or skim the book for additional discussion topics, particularly if the activity is used at the Senior High level.

FILM
This 11-minute, animated, colorful film challenges stereotyped roles of males and females in a mythical society, and enhances the benefits of self-expression. In fable form, the people of Baramel, known as Mushmels and Hardybars, work out new ways of cooperation, allowing each individual to do what is most meaningful or important to she or he.

BEFORE CLASS

Obtain the film, "The Fable of He and She" from the Career Education Office, 1209 Quail, 231-2369. Arrange for necessary audio-visual equipment.

Preview the film before the activity, if possible.

TEACHING PROCEDURE INTRODUCTION

1. Before showing the film, introduce the terms "stereotyping" and "sex roles". Have students tell what they think each term means. Record their ideas on the chalkboard.

   Have students generate initial definitions of the combined terms, "sex-role stereotyping," and record these ideas as well. (Accept the range of different definitions which will likely be generated, and try to maintain an atmosphere of free expression. Some misconceptions of these terms will probably emerge, and should not be ridiculed or discarded).

2. Explain to students that all of us play many different roles (student, daughter, son, sibling, worker, etc.), and that these roles are based on factors such as a person's age, sex, interests, abilities, and talents. Sometimes other people expect us to behave a certain way just because we are female or male, old or young, even tall or short. When we expect people to play certain roles or behave a certain way based only on their sex, (male or female), that is called "sex-role stereotyping."

3. Have them generate a list of the role responsibilities typically performed by members of their immediate families in their homes (parent(s), sister(s), brother(s), themselves, others living with them). List the household responsibilities on the chalkboard according to the sex of each family member. Example:

FAMILY MEMBER	Role/Responsibility	
	FEMALE	MALE
Mother	____________	____________
Father	____________	____________
Sister	____________	____________
Brother	____________	____________
Self	____________	____________

DISCUSSION

4. Discuss such questions as:

- ☆ Do females in the family perform similar activities?
- ☆ Do males in the family perform similar activities?
- ☆ Why, in your opinion, do male or female members in your families do certain tasks?

  Tradition
  Physical strength
  Enjoyment
  Expectation/authority

- ☆ What would be your reaction to having family members switch some of these roles? What might be the reaction of others in your family?
- ☆ Might these jobs be done equally well by either sex? Why or why not?
- ☆ For instances of traditional roles, how do you think these roles originated or evolved?

  Because of the biological or historical roles men and women have played.

Explain to students that the "family" originally began as a "tribe," not the "nuclear family" (one or two adults and one or more children) most typical today. Within the tribal family, there was division of labor and role responsibility based largely on biological considerations (because women bore and nursed the children, they generally maintained "close to home" activities such as cooking, farming, and child care. Men were physically freer to do the hunting and tasks away from home.) While biological considerations such as child care and physical strength no longer rule the behavior of women and men today, many of these historical role responsibilities have become traditions, deeply ingrained in our social values and behaviors. Point out to students that the idea that "a woman's place is in the home," is a traditional viewpoint, but is not based on fact. Except for a period of about 60 to 70 years (the period between the Civil War and World War I when America became highly industrialized) women have always worked outside the home and have been an integral part of the larger community. (See Man's World, Woman's Place).

FILM

5. Introduce the film with a brief synopsis, (see beginning of this activity) and show the film.

6. After the film, have students point out the traditional role responsibilities of the Mushmels and Hardybars, and compare these male/female roles with those they generated for their own families. Discuss simularities and differences.

TASK

7. Divide the class into two groups, girls in one group, boys in another.

   Explain that the purpose of the activity is to try out what the Mushmels and Hardybars did -- to give males and females an opportunity to use their own knowledge, talents, and skills to do an activity considered traditional for the opposite sex.

   Have each group decide what their activity or product will be, and whether a presentation to the class will be made by the entire group or selected group representatives.

   Have the boys group consider activities like:

   --Learning to sew on buttons and hem a garment

   --Producing a dish using a recipe which requires no cooking (or is a 1-burner meal), and serve the dish

   --Learning and demonstrating a craft project skill such as crocheting, doing macrame, dried flower arranging

   --Teaching a skill to young children: to write their names, to identify colors, to identify shapes

--Planning one week's dinners for a family of 4 including shopping list, budget, and menus

--Describing the step-by-step procedures for decorating a livingroom, including furniture and color selection

Have the girls' group consider activities like:

--Creating the building plans for a carpentry project including tools needed, specifications, building materials needed

--Explaining how the engine of a car works, including a diagram

--Putting together a model kit for a car, plane, ship and explaining the procedures

--Changing the washer on an old faucet

--Describing the step-by-step procedures for painting a house, including tools and paint selection.

--Describing and demonstrating how to complete form 1040A (not the "short form") for Federal Income Tax including which personal/business records are needed and doing the computations.

Each group should choose the activity they will do, and work on it as a group. This includes gathering the materials and information necessary to do the activity, helping one another do the activity, and making the final presentation to the class. No help should be obtained from members of the opposite sex. However, same sex members (eg., mother or female teacher for the girls, father or male teacher for the boys) may be used as resource people.

8. Give students adequate time to complete their activities or products. You may want to extend the activity over one week, assign a completion/presentation date, and have students work on their own, giving assistance as necessary.

SECOND CLASS

9. Have each group (or selected representative) make its presentation to the class (or the opposite sex group).

10. After the presentations, discuss as a class questions like:

    What did you learn about yourself from doing the activity? About others in your group?

    Did you feel the activity was successful? Why or why not?

    What problems did you have? How did you deal with the problems?

    Do you think girls or boys should be able to learn activities usually considered "appropriate" for the opposite sex? Why or why not?

    What other activities usually considered traditional for the opposite sex would you like to try? Who do you think could best help you with that activity?

    In our society, who do you think has the better "deal" -- males or females? Tell why.

SUMMARY

11. Conclude the activity by having students record some personal feelings about themselves as females or males in their journals. A possible starter statement might be: "For me, the hardest thing about being a (girl, boy) is . . . . "

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Students cast the characters for a movie and analyze stereotyped images of people in different roles.

G 16

Type-casting

ZONE: ANY/GUIDANCE ACTIVITY

STUDENT OUTCOMES

Students explore and define sex-role stereotyping.

CLASS PERIODS

Two

STUDENT MATERIALS

Scissors

Magazines with a variety of pictures of people (may be provided by teacher or brought in by students if desired)

- Character Sheet G 16, one/student plus two/class

Envelope, one/student

JOURNAL

Activity G 16, Type-Casting, concludes with a journal entry.

BACKGROUND

This activity is designed for use before students begin the Mini-Unit, Exploring Male and Female Roles. It may be used instead of or in addition to Activity G 15.

BEFORE CLASS

If you choose to provide students with magazines for the activity, collect these or have students bring them from home. This will not be necessary if you choose to have students complete the activity at home using their own magazines.

Also provide enough scissors for the students.

TEACHING PROCEDURE INTRODUCTION

1. Introduce the activity by asking students to name some movies they have seen recently. (These may include films playing on television or at a movie theater).

   Using several different movies as examples, ask students to describe the main character(s). For each movie, record on the chalkboard the following kinds of characteristics of the main characters: gender (male or female), age, race, occupation, brief physical description.

Movie	Name of Person playing Main Character(s)	Female/Male	Age	Race	Occupation	Physical Description

2. Have students analyze the information by discussing such questions as;

   ☆ What are characteristics of the females in the movies? (occupations, age, physical description)

   ☆ What are some similarities in these characteristics? Some differences?

☆ What are the characteristics of the males? What are some similarities and differences in their characteristics?

☆ Do any of the actors have a certain "image" or typically portray a certain role? If so, describe what you think that "image" is (eg., sex-symbol, comedian, strong-silent type, etc.)

☆ Which characters do you identify with most? For what reasons?

3. Point out that the media often depicts people in terms of "images" (eg., sexy, "macho," "powerful," "helpless," etc.), and that these images sometimes give us an unrealistic or oversimplified picture of what it means to be male or female, old or young, "good" or "bad". An oversimplified view of people based on characteristics such as sex, age, or race is called "stereotyping." All of us use stereotypes to a certain degree, because it is an easy way to categorize people and things in our complex world. But stereotyping also can deprive people the right to be treated as individuals.

TASK

4. Tell students to imagine they are each a movie director for a new film being produced. It is each ones responsibility to cast the characters for the film. The characters they need for the movie are:

    Nurse
    Football player
    Doctor
    Homemaker
    Construction worker
    Business executive
    Kindergarten teacher
    Engineer
    Model
    Flight attendant

    Each student will work individually to compile a "portfolio" (envelope) of the actors (this term includes both females and males) they have chosen to play each of the 10 parts. The portfolio will include magazine pictures (one for each actor) and a completed Character Sheet G 16 of information about each character.

5. Distribute one Character Sheet G 16 to each student. Go over the sheet with students to be sure they understand what they are to do. Assign a date for activity completion and group discussion. If you choose to do so, allow students time in class to compile their portfolios.

BEFORE SECOND CLASS

6. A day or two before the second class, have one or two students collect all Character Sheet G 16, and tabulate the information. Additional Character Sheets G 16 are provided for tabulation, (one for tabulating male student responses, one for tabulating female student responses). Return individual Character Sheets G 16 to students before the second class.

SECOND CLASS

7. Begin by asking several students to share their magazine pictures and character descriptions. Have them tell why they chose those particular characters to play the movie roles. Note any initial patterns in students' character choices (eg., Are the main characters generally attractive? Have students chosen males and females for traditional roles?)

8. Share with students the tabulated results of their Character Sheets G 16. Make comparisions between male students' and female students' character choices and descriptions. Point out specific patterns or stereotypes which emerged based on such factors as the character's sex, age, race, physical appearance, and occupation.

DISCUSSION

9. Discuss such questions as:

☆ If the characters chosen to play certain roles seem "typical" or "right" for that role, why might this be? What is it about the character that makes him/her "fit" (clothing, physical traits, age, gender, race, etc.)?

☆ If you were to randomly rearrange the magazine pictures you chose, would the rearranged characters still "fit" the roles? Why or why not?

☆ Do you think there are a specific set of characteristics for people who are homemakers, flight attendants, construction workers or business executives? If so, describe some of the characteristics you would consider "typical" for these occupations.

10. Help students distinguish the difference between qualifications and stereotyped characteristics. Most roles or occupations require certain qualifications or personal characteristics, which are valid measures of probable success in a job. (eg., a flight attendant should enjoy working with people, a business executive should have good management skills). However, when

people are limited to certain roles based on gender or age they are often denied the opportunity to achieve their full potential as people. For example, do you think Clint Eastwood is capable of playing the role of a kindergarten teacher? What might happen to his box office "image" if he did? How would you view Raquel Welch if she were playing the role of a carpenter? Why?

11. To further demonstrate how stereotypes might limit a person's role considerations or potential, have the class cast the 10 characters for the movie with their own classmates.

Go through the character role list Character Sheet G 16. Have students choose two or three class members they think should play each role, and tell why they think so. Record the choices and reasons on the chalkboard. Example:

Character	Student	Why
Nurse		
Football Player		
Doctor		
Homemaker		
Construction Worker		

Character	Student	Why
Business Executive		
Kindergarten Teacher		
Engineer		
Model		
Flight Attendant		

12. Have the students who were chosen for each of the roles tell whether they agree or disagree with the choice and the "why" given by other students for the choice. Discuss such questions as:

☆ How do you feel about being considered "right" for the part of ________?

☆ Would you have chosen that part for yourself? Why or why not?

☆ Name a part not necessarily on the original list of 10 characters you would choose for yourself. Tell why.

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- ☆ Do you think other people can influence your choice of the roles you play in life? In what ways?

- ☆ What do you think are the most important things to consider in choosing your life roles? (gender, interest, ability, qualifications, what others expect, etc.) Tell why you feel as you do.

SUMMARY

In summarizing the activity, have students make a journal entry. A beginning statement for the entry might be, "No matter what roles I play, the special qualities that make me an individual are . . . . .

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G 16 Type-casting

Cast of Characters

NAME____________________ I am: female male
(Circle One)

Directions:

1. Choose and cut out magazine pictures to show the people you would cast in each role (character/role column). These can be any people, not necessarily movie stars.
2. Complete the information about each character in the spaces provided below. Use your own imagination about the person's age.
3. Save the magazine pictures and this sheet in the envelope provided. You will need these materials for class discussion.

Character/Role	Female/Male	Age	Race	Brief Physical Description
Nurse				
Football Player				
Doctor				
Homemaker				
Construction Worker				
Business Executive				
Kindergarten Teacher				
Engineer				
Model				
Flight Attendant				

Mini Unit: EXPLORING MALE AND FEMALE CAREER ROLES

Student's Name:

Teacher Copy

Starting Date:

Target Completion Date:

Actual Completion Date:

Mini Unit Objective: This mini unit will help you explore your own attitudes about male and female roles, gain an understanding of the factors influencing changes in these roles, and become aware of non-traditional career options.

Mini Unit Evaluation:

Jefferson County Public Schools, 1978

1. Feelings About Male and Female Roles

Why Do This Activity?	Evaluation Will Be Based Upon
Your personal feelings about male and female roles in our society will determine the expectations you have for your own life. By evaluating whether or not your attitudes are fair to both sexes, you will gain an understanding which may greatly expand your future options.	Completeness of requirements Ability to follow directions Neatness of finished products Correct English and Spelling Accuracy of answers and conclusions Originality of thought

1. Feelings About Male and Female Roles -- Evaluation

1. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
Sex role stereotyping can touch everyone from infancy to old age. For this reason, it is important to be aware of your own attitudes as well as the attitudes of others regarding male and female roles.		
A. Visit the Career Resource Area in your school and find the pamphlet "Male/Female Roles." Remember, a role is the part a person plays in life. Read the directions in the pamphlet and fill in the blanks. Decide whether your viewpoint regarding male and female roles is more or less traditional.	Pamphlet "Male/Female Roles" (Found in Career Resource Area)	Completed questionnaire in pamphlet ________________ Teacher Evaluation
B. Think of the characteristics of of an "ideal" boy and girl your own age. List ten traits for each under the headings "Ideal Boy" and "Ideal Girl." Include both physical descriptions and qualities of personality. Compare the two lists and write any characteristics that appear in both groups at the bottom of the page under the heading "Ideal Person." Put a "T" in front of each trait that shows a traditional way of thinking about males and females.	Notebook paper	List of characteristics of "Ideal Boy" and "Ideal Girl." ________________ Teacher Evaluation

1. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
C. Write a journal entry on the following: List the special qualities that make you an individual. Which qualities match more closely with "Ideal Boy," "Ideal Girl," or "Ideal Person" characteristics? Which characteristics would you like to change and why?	Your ECC Journal	Journal entry Teacher Evaluation
D. Every family must decide how to divide household tasks. Using Attachment 1, fill in the blanks assigning each job to someone.	Attachment 1	Completed worksheet Teacher Evaluation
E. Using your completed worksheet (Attachment 1), consider these additional facts about Ted and Sue Browning. Sue is mechanically inclined and good at most repair jobs. Ted's hobby is cooking. Knowing this, would you change any answers on the worksheet? If so, use a different colored pencil or pen and make the changes.	Attachment 1 (Already filled in)	Completed worksheet with changes added Teacher Evaluation

1. Feelings About Male and Female Roles

What I Do	What I Use	Product and Evaluation
F. Write a journal entry on the following: Which is more important in determining what work a person should do-- --his or her sex? or --his or her individual interests and abilities? You are now aware of sex-role stereotyping, even if the term may be new to you. Sex-role stereotyping means a fixed way of expecting a person to behave just because that person is male or female.	Your ECC Journal	Journal entry Teacher Evaluation

2. Changing Roles In a Changing Society

Why Do This Activity?	Evaluation Will Be Based Upon
Male and female roles in our society are presently undergoing great change. An awareness of the social, economic, and legal factors contributing to these changes will enable you to make more enlightened choices regarding your own future.	Completeness of requirements Ability to follow directions Accuracy of answers, reports, and conclusions Neatness of finished products Correct English, spelling, and form Originality of thought

2. Changing Roles In A Changing Society -- Evaluation

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation
READ THE FOLLOWING INFORMATION: You may have heard the old expression "A woman's place is in the home." Many women, however, have always held jobs outside the home. The number of women in the work force is still growing. Between 1950 and 1974 the number of women workers doubled, and today women account for more than two-fifths of all workers. In fact, the average women can expect to work outside the home for 20-25 years of her life. Although most women who work outside of the home do so primarily because they need the income, their earnings as compared to men's have decreased slightly over the last ten years. Today most women still are found in lower paying, lower status jobs. Several reasons for this are listed below: 1. Women often have less education than men. 2. Women with families often work outside the home only part time. 3. Women start and stop work to have babies and raise families and so do not advance as quickly as men in senority or by promotion. 4. Women are still discriminated against in salary and promotion in many occupations.		

2. Changing Roles in a Changing Society

What I Do	What I Use	Product and Evaluation
A. Complete Attachment 2 to help you determine why so many women are now employed.	Attachment 2	Completed Attachment 2 Teacher Evaluation
B. As more and more women enter the work force, attitudes about their rights and responsibilities in the home and on the job continue to change. Pretend that you work for a newspaper writing an advice column similar to "Dear Abby" or "Dear Ann Landers." Using Attachment 3, write an answer to the letter.	Attachment 3	Answer written to letter to "Dear Gabby" Teacher Evaluation
C. The social and economic factors that have influenced the change in female roles have also had an impact on male roles. More than half of all the women who work outside the home, are married. As more and more women work outside the home, some men have taken over the tasks of housekeeping and child care. These men are sometimes referred to as househusbands. Using Attachment 4 give some thought to this new role and complete the questionnaire.	Attachment 4	Completed Attachment 4 Teacher Evaluation
D. Notice that TV commercials advertising products used in housework are almost always directed toward women. Choose one of these commercials and rewrite it, slanting it toward househusbands.	TV Notebook paper	Rewritten TV commercial Teacher Evaluation

What I Do	What I Use	Product and Evaluation
We are proud of stating that in the United States all men are created equal. Unfortunately, women have not always shared this equality in legal rights. During recent years, however, legislatures have begun to view the role and status of women differently. They have passed laws which prohibit sex-discrimination in various areas.		
E. Review the laws on Attachment 5. You may think that these laws are of value only to women. Remember that they were passed to end any sex discrimination in the areas mentioned. Therefore, at times men also will benefit from these laws.	Attachment 5	
Arrange with your teacher to have the laws on Attachment 5 discussed in a class setting. You may invite lawyers from the community to talk with the class about court cases involving sex-discrimination, or have different students interview lawyers (in person or by telephone) and report back to the class.		Completed worksheet __________ Teacher Evaluation
Using Attachment 6 read each person's problem and decide which law would help him or her.	Attachment 5 Attachment 6	

3. Non-Traditional Career Options For Males and Females

Why Do This Activity?	Evaluation Will Be Based Upon
Your choice of a future career may be limited if you consider only occupations traditionally held by your own sex. By exploring a non-traditional job, you will have an opportunity to re-evaluate previously held attitudes and in doing so. may broaden your career options.	Completeness of requirements Ability to follow directions Neatness of finished products Correct English and spelling Responsibility while visiting a site

3. Non-Traditional Career Options For Males and Females -- Evaluation

3. Non-Traditional Career Options for Males and Females

What I Do	What I Use	Product and Evaluation
Read the following Information:		
A. The number of women in the work force continues to grow. The jobs they hold, however, continue for the most part to be the ones held traditionally by women. One-third of all women workers are employed in clerical jobs, while less than seven percent of men hold clerical jobs. Men, on the other hand, are concentrated in craft or operative jobs. Only one percent of women workers hold such jobs. Only in the occupations of professional and technical workers and sales workers are the percentages of men and women workers nearly the same. Thus, people still think of certain occupations as traditionally male or female.		
B. Visit the Career Resource Area in your school and look at occupational briefs, pamphlets, and books about various careers. Are there any materials that seem to be written for only one sex? Make a list of these jobs under the headings "Traditional Male Jobs" and "Traditional Female Jobs." Now put a check beside all of these jobs that you feel could really be handled by either sex. Be prepared to discuss the following question with your teacher: Why has some career material been written to imply that a certain job is open to only one sex?	Notebook paper Occupational briefs, books, and pamphlets about careers	Lists of "Traditional Male Jobs" and "Traditional Female Jobs" and discussion of question ____________________ Teacher Evaluation

3. Non-Traditional Career Options for Males and Females

What I Do	What I Use	Product and Evaluation
C. A person's choice of career may sometimes be influenced in a subtle way by reading or hearing sex stereotyped statements. Using Attachment 7, think about such language as you complete the worksheets.	Attachment 7	Completed worksheets Teacher Evaluation
D. You have had the opportunity to become aware of occupations which are considered traditional for males and females. Now list three jobs considered non-traditional for your sex which you would like to learn more about. Beside each job write reasons telling why you are interested in this occupation.	Notebook paper	List of three non-traditional jobs and reasons why they might interest you Teacher Evaluation
E. Consult with your teacher in the final selection of the non-traditional job you wish to explore. Follow the established procedure in making arrangements for this job exploration. Do not limit your exploration to a telephone interview. Visit one or more work sites in the community where people are presently employed in non-traditional jobs or career fields. Use the questions on Attachment 8 as a guide for obtaining meaningful information about a non-traditional career option.	Attachment 8	
F. Use Attachment 9 in the evaluation of your non-traditional job exploration. Review the information gained by using Attachment 8 when making your evaluation.	Attachment 8 (already completed) Attachment 9	Evaluation of job exploration Teacher Evaluation

FAMILY JOBS

Ted and Sue Browning are a young married couple. Recently they moved into their first home.

Below is a list of household jobs. Decide which tasks Ted would be better able to do and write his name beside these jobs. Do the same for Sue. If you feel either one could do the job equally well, write "both" beside this job.

Earn money to support the family ______________________________

Wash the clothes ______________________________

Take out the trash ______________________________

Pay the bills and balance the checkbook ______________________________

Cook the meals ______________________________

Fix a leaky faucet ______________________________

Shovel the snow ______________________________

Bake a cake ______________________________

Do the grocery shopping ______________________________

Wash the car ______________________________

Mow the lawn ______________________________

Clean up after meals ______________________________

Paint the livingroom ______________________________

Change the oil in the car ______________________________

Clean the house ______________________________

Return books to the library ______________________________

Take the car to be inspected ______________________________

Attachment 2
Exploring Male and Female Career Roles

CASE HISTORIES

Read each case history below. Underline all statements explaining why these women work outside the home.

Ann O. had never seriously considered going to work before. She was happily married and had two small children. Then her husband lost his job, and the family needed money. Ann found a job in a bank. Her salary helped the family meet expenses until her husband found another job.

Mary B. had been a homemaker all of her life. She considered it important to be at home while her four children were growing up. When her youngest child left for college, however, Mary began to feel bored and restless. She always enjoyed skiing and decided to capitalize on this interest. She opened a small shop which rents and sells ski equipment. Once again Mary finds she enjoys life. She now realizes that to be happy, she needs some sort of challenge.

Shelly B. is a personnel manager for a large company. She and her husband do not plan to have children as they are more career oriented than family oriented. Shelly's job is very important to her and she would accept a promotion even if it meant moving across the country and living apart from her husband.

Melanie H. has one eight year old child. Six years ago her husband was killed in an automobile accident. He did not leave much insurance and Melanie had to find a job to support her daughter and herself. She discovered that jobs in the skilled trades often pay well, and after a period of training she got a job as an electrician.

Sherri T. has three school age children. For several years her marriage had been unhappy, and one day her husband announced that he wanted a divorce. Sherri soon discovered that she and her children could not live on the child support paid by her former husband, so she accepted a secretarial position.

Sue C. is a lawyer who supports herself. Although she dates several young men, she does not wish to marry any of them until she has had more time to be on her own. Even if she should someday marry, it is doubtful that she would give up her job. She spent many years in school working to earn her degree, and she now enjoys the work she is doing.

Jan R. has two junior high age children. Her husband makes an adequate income, but they have not been able to save much money for the children's college educations. Jan returned to the teaching job she had left years before and is now putting aside her earnings to be used later when the children go to college.

Attachment 3
Exploring Male and Female Career Roles

DEAR GABBY

Dear Gabby,

For several years I have been working as a bank teller. Recently I was asked to join the management training program at the bank. The promotion would mean more money and a chance for a much more challenging job. There is one drawback, however. The position would demand more of my time, and I would be unable to be at home as often. I have two school age children and a husband who works as a biology teacher. Should I ask him to help with the child care and housekeeping? Or should I turn down my job opportunity? -- Undecided

Attachment 4
Exploring Male and Female Career Roles

HOUSEHUSBANDS

List five reasons why a man might choose to become a househusband.

STUDENTS MIGHT LIST ANY OF THE FOLLOWING REASONS:

He is the marriage partner who prefers to do household chores.
His wife can earn more money than he can.
He has a job (such as writing or painting) that can be done at home.
He cannot find a job and his wife can.
He is divorced and has custody of the children. Perhaps his former wife makes child support payments.
He and his wife both work part-time and share housework and child care.
He is attending school while his wife is working.
He is financially able and wishes to stay at home in order to become better acquainted with his children.

Think of the problems a man might face in the non-traditional role of househusband. Would these problems more likely involve the actual work he is doing or his feelings about the work? Give reasons for your answer.

Attachment 5
Exploring Male and Female Career Roles

LAWS PROHIBITING SEX DISCRIMINATION

Equal Pay Act of 1963
As Amended by the Education Amendments of 1972

What is says: There will be no discrimination against employees on the basis of sex, in the payment of wages and fringe benefits.

What is means: Examples of discrimination forbidden by this act include:

establishment of different pay scales for females and males who perform substantially similar work;

establishment of higher commissions for male sales clerks who sell men's clothing than for female sales clerks who sell women's clothing.

Civil Rights Act of 1964
As Amended by the Equal Employment Opportunity Act of 1972

What is says: There will be no discrimination in employment on the basis of race, color, religion, sex, or national origin.

What is means: Examples of sex discrimination forbidden by this act include:

sex-segregated classified advertising ("help wanted-male" and "help wanted-female");

different retirement ages for men and women;

separate promotion ladders for women and men;

refusal to treat pregnancy as a temporary disability.

Title IX of the Education Amendments of 1972

What is says: There will be no discrimination in educational institutions against students and employees on the basis of sex.

What is means: Examples of discrimination forbidden by these amendments include:

refusal to hire or promote qualified women as principals in the school system;

refusal of a college to provide housing of comparable quality and cost to students of both sexes;

refusal to provide equal opportunity to both sexes to receive fellowships and scholarships;

maintaining sex-segregated classes in business, vocational, technical, home economics, music, and adult education courses.

PEOPLE WITH PROBLEMS

Ken was a nurses' aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than an orderly in the same hospital. An investigation proved that the duties of a nurses' aide were in reality equal to those of an orderly.
Which law would help Ken? *Equal Pay Act*

Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class and he was denied enrollment. It was explained that the class was open only to females.
Which law would help Jim? *Title IX of the Education Amendments of 1972*

Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty-two. She was even more angry when she discovered that male employees could work until they were sixty-five.
Which law would help Jean?*Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972*

Mary had applied to be an assistant principal in one of the city high schools. Her education and experience made her feel well qualified for the job. A man who was a football coach, however, was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems an assistant principal must handle.
Which law would help Mary? *Title IX of the Education Amendments of 1972*

Robert was a hair stylist in a beauty salon. When the original owner of the shop sold the business, the new owner fired Robert because she preferred to have only women working in her shop. Robert had had eight years of experience as a hair stylist and his previous work had brought in more than enough fees to cover his salary. He decided to complain.
Which law would help Robert? *Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972*

Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told, he would begin their management training program and for this reason was entitled to the higher salary.

Which law would help Sue? *Equal Pay Act of 1963*

Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read "Wanted--busboys parttime." When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work.

Which law would help Linda? *Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972*

THE LANGUAGE OF SEX STEREOTYPING

Part I

Underline the parts of each sentence below that lead you to think the job mentioned is held by one sex only.

1. A forest ranger should be in good physical condition because he must spend long hours in rugged country.
2. Many kindergarten children regard their teacher as a mother substitute.
3. Dentists are highly professional men.
4. A college professor has spent many years studying extensively his area of interest.
5. In addition to being courteous and helpful, an airline flight attendant must also keep her appearance attractive.
6. During his apprenticeship, the man who intends to become an electrician must spend several nights each week in school.
7. If you need to ask the librarian a question, be certain to thank her for her help.
8. Although she isn't a doctor, a nurse is an important member of the health care team.

Attachment 7 (Continued)
Exploring Male and Female Career Roles

Part II
Some job titles used to describe workers show sex stereotyping. Change each title below to one that indicates the job could be held by a person of either sex. The first one has been done for you.

1. fireman -- firefighter
2. mailman -- *mail carrier, letter carrier*
3. busboy -- *bus person, bus help*
4. stewardess -- *flight attendant*
5. policeman -- *police officer*
6. housewife -- *homemaker, housespouse*
7. waitress -- *waiter, food server*
8. telephone lineman -- *telephone linesperson*
9. salesman -- *salesclerk, salesperson*
10. seamstress -- *garment maker*
11. draftsman -- *draftsperson*
12. girl Friday -- *person Friday, secretary, clerk, typist*

EXPLORING A NON-TRADITIONAL CAREER

What is a Non-Traditional Occupation or Career?

If you are a girl, have you ever considered a career as an auto mechanic, a doctor, or an airline pilot? If you are a boy, have you ever considered a career as a kindergarten teacher, a florist, or a nurse? These are some examples of non-traditional occupations for females and males.

At one time it might have been unusual to see a female auto mechanic or a male kindergarten teacher. But things are changing. Many new career opportunities are available for men and women today, because most people realize that a person's qualifications for a job are more important than his or her sex, race, or age. Whether you are female or male, you have an opportunity in the ECC program to explore many careers you may never have considered before.

When Can You Explore a Non-Traditional Occupation?

You may choose to explore a non-traditional career during your Primary Cluster Explorations, during your Secondary Cluster Explorations, or during both.

When you explore a non-traditional career, you will plan and complete your site visit in much the same way you would any other exploration. The major difference is that you have an opportunity to ask some special questions of the worker in a non-traditional job.

You can get ideas about different non-traditional occupations to explore from your teacher.

Here are some questions you may use when you interview workers in non-traditional jobs:

1. What is the ratio of males and females working within this occupation at your place of employment?
2. What special problems did you have in getting this job? Did you have to take legal action to secure the employment?
3. Did you find any family opposition to your entering this career?
4. What were the responses from your friends when you told them about your job?
5. How have you been treated by your co-workers?

6. Have you found any physical demands that you could not meet at first?

7. Are your opportunities for advancement the same as for members of the opposite sex?

8. Would you advise someone else of your sex to enter this occupation?

EVALUATION OF NON-TRADITIONAL JOB EXPLORATION

Part I

The non-traditional job I explored was ____________________________

I would/would not be interested in working in this occupation.
(Circle "would" or "would not")

List the reasons for your answer below.

1.

2.

3.

4.

5.

Part II

Complete a Career Exploration Guide for your non-traditional site visit. If you are not using the Exploration Guide, use this sheet to write a description of your site visit. (Where did the exploration take place? Who was your community instructor? What did you learn about the job?, etc.)

STUDENT NAME *Teacher copy*	LIFE SKILLS AREA Personal/Social Development
COMMUNITY INSTRUCTOR	PROJECT TITLE Who Are We?
LEARNING MANAGER	STARTING DATE
TARGET DATE	COMPLETION DATE

RATIONALE: This project will acquaint you with past and present view points regarding roles of men and women in our society. With this background information, you will record your personal attitudes about career and life roles of males and females and speculate on the effect contemporary attitudes may have on your future.

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
I. Where Do You Stand?		
A. To help you discover where you stand on the career and life roles of males and females, complete the blue questionnaire, Male/Female Roles. The questionnaire can be found in the Career Resource Area. It begins: "Society is changing. It is questioning once commonly accepted beliefs..." In addition to reflecting your honest attitudes and values, your answers should be well written and complete. Be prepared to discuss your answers with your learning manager.	Male/Female Roles Questionnaire (found in the Career Area)	Well written, complete questionnaire, Male/Female Roles L.M. Certification
B. Find and interview someone whose viewpoints on one question (in A above) differ from yours. Write a short paper explaining his/her viewpoints. Conclude the paper with a statement of why you still defend your own viewpoint, now agree more with the other person's viewpoint, or can see it from more than one viewpoint.	Student or adult acquaintance Completed Male/Female Roles Questionnaire (From A above)	Short paper explaining another's viewpoints and defending your own. L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
II. Definitions Using any available resources (print or broadcast media, personal-your own or other's experiences), describe a current or historical event to define and show an example of the 6 words or phrases listed below. Credit each source with appropriate bibliographical information or include an actual example of newspaper articles, magazine pictures, etc. sex bias (or sex discrimination) sex fair (or sex equity) masculinity femininity stereotyping affirmative action	Newspaper Articles Movies T.V. Shows Personal Experiences Experiences of others Books about: History Herstory Feminism Male Roles Community groups	Six well written definitions and examples, each illustrating one word or phrase listed under A. L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
III. Sex biased/sex fair words, phrases, and practices A. Complete Attachment 1 using your own knowledge and suitable references.	Attachment 1 Resources in the Career Resource Area Resources in the school or public library Resources from your LM	List of acceptable sex fair words. L.M. Certification
READ THE FOLLOWING INFORMATION: "Does the language we speak affect our perception of the world around us?" Yes, it does says Edward Sapir, a famous linguist: it affects our thinking and our lives at the subconscious level of our awareness. He states his hypothesis as follows: 'Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society...' (From "Today's Changing Roles: An Approach to Non-Sexist Teaching, developed by Educational Challenges, Inc., Washington, D.C., published by National Education Association, 1974).		

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
B. Review career related materials of your choice (pamphlets, books, films, filmstrips, etc.) looking for examples of sex bias. Use Attachment 2 for ideas of what to look for while reviewing materials. Write a business letter to at least one publisher pointing out the specific sex bias(es) and expressing your feelings and opinions about their occurence in the materials. Clear your letter with your learning manager and mail it.	Attachment 2 Career-related materials	Business letter to publisher pointing out specific sex bias(es) and expressing feelings and opinions about their occurences. ____________________ L.M. Certification
C. From your own experiences describe to your learning manager an instance illustrating sex bias or stereotyping. It may relate to teaching, counseling, hiring, coaching, or other similar practices. Be prepared to explain how you handled the situation and how you felt about it at the time.	Personal experiences	Personal experience with sex bias or stereotyping. ____________________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
IV. Career Goals and Role Models A. Select one (or more) person with whom you identify. It may be someone you admire, would like to know (or know better), see as a role model, or would like to imitate or copy. It might be a member of your immediate family or a more distant relative; someone from the sports or entertainment worlds; someone from history, literature, music, or the arts; a neighbor or a teacher; someone in a position of leadership; a close friend or a casual acquaintance; or someone who is a figment of your own (or another's) imagination. Analyze what it is about this person (these persons) you admire or would like to copy. Is it their behavior, mannerisms, successes, skills, talents, knowledge, intelligence? Is it their career or life style; or their self confidence, dedication, composure; or their means of expressing themselves? Is it their political, social, economic status? List those things you admire about one or more persons with whom you identify.	Your own knowledge	List of things you admire about one or more persons with whom you identify. ________________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
B. On another sheet of paper, draw two columns. Entitle the sheet "Career Goals and Role Models." In one column, write some goals related to the life and career roles you are presently considering for yourself. In a second column, indicate how your role model (from A and B above) might have influenced (or still could influence) your thoughts, feelings, actions, about your life and career goals.	Information from A above.	List of personal goals with correlating statements showing the actual or potential influence of a role model on your thoughts, feelings, actions. ________________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
V. Facts vs. What People Think	Attachment 3	
A. Using resources available in the Career Resource Area or school or public libraries, locate and write in the missing facts for statements one through seven on Attachment 3, Survey -- Facts vs. What People Think. Be sure to indicate the source of your information (title, author, publisher, copyright date, and page). Write your opinions for questions eight and nine.	Career Resource Area School or public libraries Acquaintances (Community instructors, family, friends, teachers, neighbors). Resources from L.M.	Completed survey statements including sources used in locating correct facts. ______________________ L.M. Certification
B. Survey 3 people for each statement or question. Read them the statements or questions as written before you researched and wrote in the facts (or your opinion for questions eight and nine). Ask them to complete the blanks on the basis of their own knowledge. After interviewing each person, tell him/her the correct answers to the statements or questions. Interview at least one person in each of the following age groups: Younger than 25 Between 25 and 45 Older than 45	Attachment 3 (partially completed) At least 3 people in different age groups to interview.	Completed survey form with opinions from at least 3 different people representing at least 3 different age groups. ______________________ L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS, CRITERIA
C. In analyzing responses to your survey, answer such questions as: Did any one age group seem more knowledgeable than the others? Did men or women seem to know more facts? How did people react when told the correct answers? Were they surprised? Doubtful? What conclusions can you draw from your findings about public awareness of sex roles? Would you consider working in a non-traditional role some day? Why or why not?	Attachment 3 (completed)	Well written answers to questions regarding survey. L.M. Certification
VI. Laws Affecting Rights Laws which prohibit sex discrimination in employment and education are designed to protect the rights of both females and males. Read the "Laws and Guidelines" sheets (Attachment 4) and complete the "What's the Law?" sheets. Use any other resources necessary to find out details about the laws (for example, arrange with your learning manager to have a local attorney talk with the class about the laws, court cases regarding sex discrimination, reverse discrimination, etc.).	Attachment 4 Resources from LM Local, state or federal government offices Attorneys from the local community	Completed "What's the Law?" case studies sheets. L.M. Certification

ACTIVITIES	RESOURCES	PRODUCTS/CRITERIA
VII. Male/Female Career Options		
A. Using Attachment 5 as well as any other available resources as a guide, develop a questionnaire designed to discover the extent of sex bias or stereotyping in various careers.	Attachment 5 Career Resource Area School and public libraries Knowledgeable authorities	Sex bias or stereotyping questionnaire L.M. Certification
B. Following established ECC community exploration procedures, visit a work site where you can interview one woman OR one man in a non-traditional career role. Complete the Career Exploration Guide and obtain answers to your questions.	Person working in career considered non-traditional for his or her sex. Career Exploration Guide (from Learning Manager) Questionnaire developed in A above.	Completed questionnaire and Career Exploration Guide. L.M. Certification
C. Write a journal entry to record your reactions to the non-traditional exploration, and tell your feelings about working in a non-traditional job yourself someday.	Career Exploration Guide (completed in B above) Questionnaire (completed in B above) Your personal reactions and feelings.	Journal entry. L.M. Certification

SEX BIAS/SEX FAIR WORDS AND PHRASES

Rewrite the sex biased words or phrases to make them sex fair.

SEX BIASED	SEX FAIR
Example: Fireman	Example: Fire fighter
1. housewife or househusband	*homemaker*
2. mankind	*humanity, human beings, human race, people*
3. steward or stewardess	*flight attendant*
4. primitive man	*primitive people, primitive women and men*
5. Each student will submit his assignment.	*Each student will submit an (or the) assignment*
6. manmade	*artificial, synthetic, manufactured*
7. cleaning woman	*house (or office) cleaner, servant, housekeeper*
8. insurance man	*insurance agent*
9. The office was manned by...	*The office was staffed by....*
10. chairman or chairwoman	*presiding officer, person presiding, moderator, chairperson*
11. old maid	*unmarried woman*
12. foreman	*supervisor*
13. mailman	*mail carrier, letter carrier*
14. male nurse	*nurse*
15. I now pronounce you man and wife	*husband and wife*
16. salesmen or saleswomen	*salespersons*
17. college boys and co-eds	*college students*
18. office girl	*secretary, the clerical staff person*
19. caveman	*early humans, cave dwellers*

SEX BIASED	SEX FAIR
20. woman novelist	*novelist*
21. forefathers	*ancestors, forepersons, precursors*
22. lady doctor	*doctor*
23. family man	*family person*
24. The secretary...she	*secretaries....they*
25. cameraman	*camera operator*

Attachment 2

THINGS TO CONSIDER

The following are some questions you might wish to consider as you look through materials for examples of sex bias.

1. Are males and females consistently represented in equal balance?
2. Do the materials show a variety of choices for males and females and are both encouraged to pursue personal goals, including non-traditional ones, if they are so inclined?
3. Are females and males encouraged to develop their own lives, meet their own challenges, find their own solutions?
4. Do illustrations tend to stereotype the workers according to traditional sex roles? dress? mannerisms?
5. Is inclusionary language used (i.e. police officer instead of policeman, "staffed by" instead of "manned by," etc.)?
6. Are females and males shown at a variety of levels in an occupation as well as in a variety of professions, trades, or jobs?
7. Are males and females shown as worthy models to emulate?
8. Do the materials fairly represent accomplishments of both sexes in any given field?
9. Does the author avoid language which is patronizing, demeaning, or limiting to either sex?
10. Are members of either sex arbitrarily assigned leading or secondary roles?
11. Are both sexes treated with the same respect, dignity, and seriousness?
12. Are members of both sexes represented as whole human beings with human strengths and weaknesses, not masculine or feminine ones?

SURVEY -- FACTS vs. WHAT PEOPLE THINK

1. In the midfifties, women made up about *31.2* percent of the U.S. labor force; by the midseventies, women made up about *39.3* percent of all workers.

Source: *1975 Handbook on Women Workers, U.S. Dept. of Labor, p.11*

Name	Age Group	Midfifties	Midseventies
		%	%
		%	%
		%	%

2. In the early forties, married women (husband present) made up about *30* percent of all working women; by the midseventies, married women (husband present) made up about *58* percent of all working women.

Source: *1975 Handbook on Women Workers, p. 15, 16*

Name	Age Group	Midfifties	Midseventies
		%	%
		%	%
		%	%

3. In the midseventies, women made up about *42* percent of all professional and technical workers; about *77* of all clerical workers.

Source: *1975 Handbook on Women Workers, p. 87*

Name	Age Group	Professional/ Technical	Clerical
		%	%
		%	%
		%	%

4. Between the midsixties and midseventies, the earnings of women, as compared to men (increased slightly) [✓ (decreased slightly)] (stayed about the same).

Source: *1975 Handbook on Women Workers, p. 129*

Name	Age Group	Increased Slightly	Decreased Slightly	Stayed the same

5. Most women who work outside the home do so primarily because *of economic need.*

Source: *1975 Handbook on Women Workers, p. 124*

Name	Age Group	Primary reason for women working outside the home

6. Today, most women average about *20 to 25* years working outside the home.

Source: *U.S. Dept. of Labor, Women's Bureau (Denver Regional Office)*

Name	Age Group	Number of years

7. As the educational attainments of women have increased, the number of women in the work force has [✓ (increased)] (decreased) (stayed the same).

Source: *1975 Handbook on Women Workers, page 184*

Name	Age Group	Increased	Decreased	Stayed the same

8. What do you think will happen to men in the work force as career opportunities for women expand? (Your opinion)

Name	Age Group	Opinion

9. In what ways do you think marriage and family life will be affected as more women take on career commitments? (Your opinion)

____

____

____

Name	Age Group	Opinion

*LAWS AND GUIDELINES PROHIBITING DISCRIMINATION IN EDUCATION AND EMPLOYMENT

In the past several years, new laws have been enacted to prohibit discrimination in both education and employment. Many of those laws have been designed to eliminate discriminatory practices on the basis of race, color, religion, and national origin. Since 1972, discrimination on the basis of sex has been included through the extension and enforcement of existing laws.

Many of these laws are having a major impact on instances of discrimination. The *Equal Pay Act of 1963,* for example, prohibits discrimination in salaries on the basis of sex. The Equal Pay Act prescribes that equal pay be given to employees who perform tasks requiring equal skill, effort, and responsibility under similar conditions. This legislation has been used as a legal basis for a variety of court decisions. In 1970, the U.S. Supreme Court ordered the Wheaton Glass Company to pay back over $900,000 in back wages and interest to women who were being paid 21.5 cents per hour less than men, and doing substantially the same work. In 1973, American Telephone and Telegraph was ordered to award back pay to 15,000 employees. Thirteen thousand of these employees were women who had been given no opportunity to be assigned to better paying jobs. The Wage and Hour Division of the Department of Labor estimates that as of April 1975, over $108 million is still due to 203,280 working women and men.

Another law which has been utilized frequently is *Title VII of the Civil Rights Act of 1964*. This legislation prohibits discrimination based on race, color, religion, national origin, or sex which affects equal access to jobs. For example, with the exception of jobs within particular religious orders and within the specifications for actor or actress, few job specifications can be legally classified as *bonafide occupational qualifications* to exclude either sex from employment. During the first year of enforcement by the Equal Employment Opportunities Commission, over 40 percent of the complaints charged discrimination on the basis of sex (Bird, 1969). In 1971, over 6,000 charges of sex discrimination alone were filed (Bem and Bem, 1973).

Employees must be alert to discriminatory practices which may still exist, such as:

Same title, but lower pay, e.g. teacher or coach

Same work, but different title with lower pay, e.g. administrative assistant vs. assistant director;

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*Adapted from Sex Fairness in Career Guidance, Abt Publications, Cambridge, Massachusetts, 1975, pp. 27-29.

Same work, same pay, but different qualifications, e.g. recruiting standards may be higher for women than for men; and

Same work, but different opportunities for promotion.

In addition, affirmative action programs are now required by Executive Orders 11246 and 11375 as outlined by the implementing regulation, Revised Order No. 4. These affirmative action programs are required by all companies with federal contracts of $50,000 or more and 50 or more employees. Affirmative action may also be required under other laws after discrimination is found. Although affirmative action programs are different, they all are designed to assure women and minorities reasonable representation on the basis of availability for each job category within the organization. This is usually done by comparing the number of women and/or minority employees with the labor pool available in the local community.

Until the fall of 1971, with the passage of the Public Health Service Act, no federal legislation prohibited sex discrimination among students at all levels of education. Much broader provisions were outlined when Title IX of the Education Amendments of 1972 was enacted. Title IX prohibited sex discrimination in admissions and treatment of students in all federally assisted education programs. Since that time there has been considerable speculation concerning the changes which will be required to comply with Title IX. The implementing regulation may affect policies relating to competitive athletics, recruiting, admissions, students benefits, housing rules, single-sex courses, textbooks and curriculum, and women's studies programs. The full impact of this legislation remains to be seen.

What's The Law?

Michael, a buyer for a department store, and Julie, a law school student, have been married for 20 years and have two children. Nora is 17 and Danny is 15. Danny and Nora have recently enrolled in the ECC program in their high school, and are discussing the program with their parents.

Nora talks about the career explorations, and how part of the program involves exploring non-traditional career options. Both Julie and Michael are particularly supportive of the program, especially as it deals with changing male and female roles. Danny says he doesn't know why it's so important to know about things like laws that prohibit discrimination. He doesn't think it happens very often, and what does it do for men, anyway?

Julie takes the opportunity to talk about several cases of discrimination she has studied in her law courses.

DIRECTIONS:

1. Read the brief case studies which follow.
2. Using applicable information about the laws from "Laws and Guidelines Prohibiting Discrimination in Education and Employment" (Attachment 4), record the law which appropriately deals with each case study.
3. Check your answers for each case study with your learning manager.

WHAT'S THE LAW

Case Studies

1. Ken was a nurses' aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than an orderly in the same hospital. An investigation proved that the duties of a nurses' aide were in reality equal to those of an orderly.
Which law would help Ken? *Equal Pay Act of 1963*

2. Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty-two. She was even more angry when she discovered that male employees could work until they were sixty-five.
Which law would help Jean? *Civil Rights Act of 1964*

3. Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class, and he was denied enrollment. It was explained that the class was open only to females.
Which law would help Jim? *Title IX, Education Amendments of 1972*

4. Mary had applied to be an assistant principal in one of the city high schools. Her education and experience qualified her for the job. A man who was a football coach, however, was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems that an assistant principal must handle.
Which law would help Mary? *Title IX*

5. Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told, he would begin their management training program and for this reason was entitled to the higher salary.
Which law would help Sue? *Equal Pay Act of 1963*

6. Robert was the only additional worker in a small greenhouse run by an elderly couple. When the original owners of the shop sold the business, the new owner fired Robert because she preferred to have another woman working in her greenhouse.

Robert had had three years of experience as a greenhouse worker, and his previous work had brought in more than enough money to cover his salary. He decided to complain. Which law would help Robert? *NONE (under 15 employees)*

7. Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read "Wanted--busboys part time." When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work.
Which law would help Linda? *Civil Rights Act of 1964*

MALE/FEMALE CAREER OPTIONS QUESTIONNAIRE IDEAS

1. Who traditionally does your job? male___female___either___ What are the historic reasons or precedents for this? What trends are taking place or do you think will take place to change this situation?

2. Does your job require any physical characteristics (strength, for example) which makes the job more suitable for men than women? Women than men?

3. Assuming all other factors and conditions (education, experience, personality, skill, circumstances, etc.) were essentially the same but that you were a member of the opposite sex, do you think you would

    --have been hired to do your job?

    --be earning (more), (less), (the same) as you do now?

    --have the same opportunities for advancement as you do?

    --have experienced any sex-related biases or barriers getting or working in your job?

    --have received (more positive) (more negative) reception from your co-workers when you began the job?

    --have difficulty transferring to a similar job with another company?

    --have had any opposition from family or friends when you took the job?

    --have received (more positive) (more negative) attention from your superiors?

    --have been counseled (by school counselor, employment agencies, personnel departments, others) not to prepare for or attempt to get the job?

    --have had the same duties and responsibilities as you do now?

    --have been expected to achieve at (lower) (higher) levels of performance and/or accomplishment than you are expected to achieve now?

--have encountered any special problems because of your sex?

--have experienced any physical demands that you might not have been able to meet at first or that you would have had to overcome?

4. What kinds of hardship might a person of the opposite sex expect to encounter in your job?

5. What, if any, are some interesting incidents which have occured to you (either when preparing for or working on the job) due to your sex?

6. Do you think a person's sex should determine which duties and responsibilities a worker should be assigned?

7. Have you experienced or observed anyone taking any legal recourse or action in order to gain adequate consideration for a non-traditional job?

8. If you were to be transferred from this area, what kinds of problems might you face if your spouse also worked?

9. If you are in a non-traditional role, what were your feelings when you first got your job?

MALE/ FEMALE ROLES

What do you think about them?

MALE/FEMALE ROLES -- WHAT DO YOU THINK ABOUT THEM?

MALE/ FEMALE ROLES

SELF-RATING SCALE

Read each pair of statements. Place an X under number:

1 If you think the statement to the left is true;

2 If you think the statement to the left is close but not entirely true;

3 If you have no particular opinion about either statement;

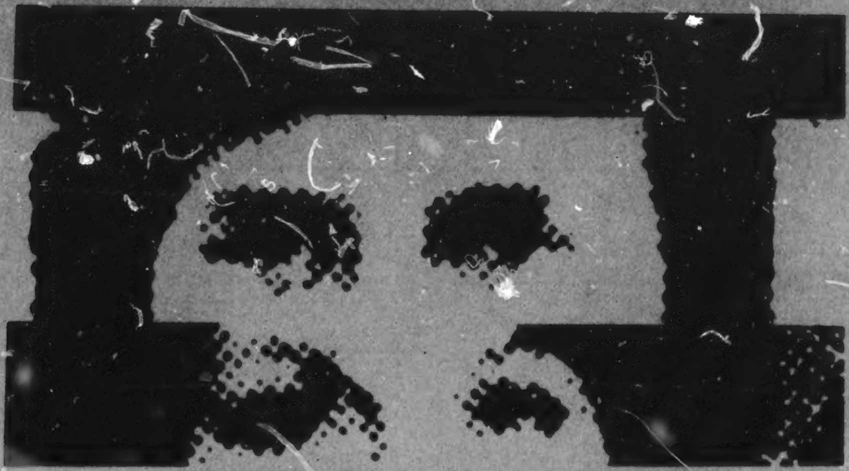
4 If you think the statement to the right is close but not entirely true;

5 If you think the statement to the right is true.

	1	2	3	4	5	
The woman's place is to work in the home; the man's place is to work for money to support the family.						Men and women should share the responsibilities for both the family income and care of the home.
It is up to men to ask women for dates.						Either men or women can ask someone of the opposite sex for dates.
Physically, men are better equipped to be carpenters than women.						Physical limitations do not rule out women from jobs requiring manual labor.
Only men should cut other men's hair.						Men and women are equally good as barbers and beauticians.
It is the mother's job to change a baby's diapers.						The father's role includes all sides of child care.
Men do not belong in the kitchen.						Many men are capable of and enjoy working in the kitchen.
Leadership is the responsibility of men.						Women possess as good leadership qualities as men.
It is the husband's role to be the family breadwinner and the wife's role to care for the children.						It is up to each couple to decide who will provide the family income and who will care for the children.

Divorced women deserve alimony from their ex-husbands.	☐	☐	☐	☐	☐	Men should not pay alimony to ex-wives who can provide for themselves.
Women make better nurses and kindergarten teachers than men.	☐	☐	☐	☐	☐	Men are as capable of providing good nursing and child care as women.
Housework is less valuable than employment outside the home.	☐	☐	☐	☐	☐	All work, whether in or away from home, contributes to the welfare of the family and should be paid for accordingly.
It is the man's role to pay for dates.	☐	☐	☐	☐	☐	If a man and woman share the costs of a date, then neither is indebted to the other.
Children should play with toys suitable only for their sex.	☐	☐	☐	☐	☐	Children should be allowed to play with any toys they enjoy.
Because most men have families to support they should receive higher wages than women even if both do the same work.	☐	☐	☐	☐	☐	Men and women should receive equal pay for equal work.
Some jobs are "male" and some job are "female."	☐	☐	☐	☐	☐	Jobs are gender-free.
Because men have been doing some jobs for a long, long time, they are better than women at those jobs.	☐	☐	☐	☐	☐	Ability to do a job well is not related to sex.
Because husbands usually contribute more to the family income, they should have more say in how the money is spent.	☐	☐	☐	☐	☐	Regardless of who contributes the most, husband and wife should have equal say in how the family spends money.
Women should not have to compete with men in the world of work.	☐	☐	☐	☐	☐	Women and men are capable of and should be expected to compete on equal terms in the world of work.
Because men's sports draw large crowds, they should receive more financial backing than women's sports.	☐	☐	☐	☐	☐	There should be equal opportunities for men's and women's sports.
TOTALS	☐	☐	☐	☐	☐	

Count the number of X's in each column and write in your totals.



MALE/ FEMALE ROLES

If most of your X's fall in columns 1 and 2 , you tend to have what is called a "traditional" viewpoint. Traditional beliefs, opinions, customs, stories, or viewpoints are those which have been handed down from or passed on from parents to children, from one generation to the next.

If most of your X's fall in columns 4 and 5 , you tend towards a less traditional viewpoint. Our society seems to be moving toward a less traditional stand on male/female roles.

If most of your X's fall under column 3 , you apparently are undecided about your feelings about male/female roles.

There are some neat resources in the Male/Female Roles section of the CRA. Why not try them out?

After using the resources, redo your self-rating scale to see if and how your thinking may have changed. Use an 0 (instead of another X) when completing the scale a second time.

ATTACHMENT 7

Would You Have Guessed....? *

Directions:

1. Read the multiple choice questions below.
2. Circle the answer you believe to be correct for each item.
3. Check your answers against the Answer Key.

1. Mrs. A has been a successful businesswoman all her life. When she dies, her husband applies for Social Security as a widower. He is told:

   a. A husband may not collect Social Security based on his wife's earnings.
   b. A husband may collect Social Security based on his wife's earnings if he makes less than $1,500 a year.
   c. "Here's your check."

2. Compared to female lawyers with 10 years experience, male lawyers with the same length of practice earn:

   a. 20% more
   b. 50% more
   c. 200% more

3. Why was the word "sex" added to Title VII of the Civil Rights Act of 1964?

   a. Legislators were concerned about discrimination against women.
   b. Women's rights pressure groups had lobbied successfully in the House of Representatives.
   c. It was a joke, put in as a last-minute attempt to get the bill defeated.

4. Women lose more days from work each year then men do. True or false?

5. "Once you let women know they've got you over a barrel they'll take anything they can get from you. Women just make life difficult." Who said it?

   a. A human-relations director at a large university.
   b. The owner of a bar for men only.
   c. A Senator opposed to women's suffrage, 1917.

6. A Roper poll found that two out of three women who worked during World War II were glad to give their jobs back to returning men. True or False?

7. In 1900 the typical woman worker was 26 and single; now she is 41 and married. True or False?

8. When did Georgia ratify the 19th Amendment (woman's suffrage)?

   a. In 1920
   b. In 1950
   c. In 1970

9. How many hours a week does the average housewife work?

   a. Forty and three tenths hours
   b. Sixty-six and seven tenths hours
   c. Ninety-nine and six tenths hours

10. According to a recent study, many clinical psychologists regard the healthy adult as having the characteristics of:

   a. The healthy man
   b. The healthy woman
   c. Both men and women equally

11. What percentage of women in professional and technical occupations are either nurses or teachers?

   a. Thirty per cent
   b. Fifty per cent
   c. Seventy per cent

12. Why do men so often sell women's shoes, while women sell men's underwear?

   a. Women want a man's opinion when they buy shoes.
   b. Women often buy the underwear for their men, and prefer to buy from a woman.
   c. Selling shoes is a commission job, selling underwear is usually a low-paid salary job.

* Adapted from a questionnaire submitted by Bruce MacMillan, Jefferson Senior High, Jefferson County Public Schools.

ATTACHMENT 8

Changing Realities*

INTRODUCTION

We are living in an age of rapid changes. New scientific and technological discoveries are being made daily; values and customs are also in flux. As Toffler (1970) points out in Future Shock, many changes are yet to come. While it is not our purpose to describe all of these changes, there are several conditions in contemporary society which have implications for career guidance.

Unemployment. Today, many persons who are both willing and able to work cannot find paid employment. Unemployment is especially prevalent in times of deepening recession, yet even in so-called good times as many as 5 or 6 percent of the labor force may be unemployed. For young persons particularly, paid employment may be difficult to obtain. According to recent statistics, 15.2% of the students who graduated from high school in 1973 cannot find jobs upon graduation (U.S. Bureau of Labor Statistics, 1973). Although the economic consequences of unemployment are obvious, the more subtle psychological effects may be even more severe. When, as in our society, one's self-image is closely tied to one's work, lack of work can be devastating to one's sense of self-worth.

Changing occupational structure. With changes in technology, as well as changes in national policy, the demand for persons in various fields shifts rapidly. These frequent changes in the occupational structure make it extremely difficult for a person to integrate all the information necessary to formulate long-range career plans. For example, the launching of Sputnik in 1957 created a sudden demand for scientists, engineers, and teachers as the United States strove to attain dominance in science and space technology. So, too, President Johnson's War on Poverty led to a sharp increase in the demand for social workers in the late 1960's. As the space race decelerated, the population growth rate declined, and the Nixon administration refocused national priorities, the demand for engineers, teachers, and social workers decreased. Today, while the need for engineers is once again increasing, the fields of social work and teaching remain oversupplied.

Oversupply of college graduates. A related problem has to do with college graduates in general. While there are presently fields open to college graduates - accounting and sales-marketing being among them -- many liberal arts graduates will have difficulty finding work in years to come. With more students going on to college than there are jobs requiring college degrees, it is not difficult to see that many graduates will be either unemployed or underemployed.

Changing work values. For those who do hold paid jobs, there is an additional problem: their work is often less than satisfying. Technological advances in industrial productivity, stimulated by both automation and cybernation, have served to narrow the tasks and responsibilities of the average worker. Hierarchical management systems have further eroded motivation and the sense of control over one's labors. Accompanying this sense of dissatisfaction is a growing challenge to the traditional work ethic. That ethic, which played a fundamental part in our national progress for many decades, embraces a number of work values, including the following:

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*(Adapted from Sex Fairness in Career Guidance, Abt Publications, pp. 7-30.)

- A person is known best through his or her achievements.
- A worker should do her or his very best at all times and not quit a job until it is finished.
- Hard work is the best and surest route to occupational success.
- The pride an individual can find in himself or herself is derived, in large part, through achievement in work.

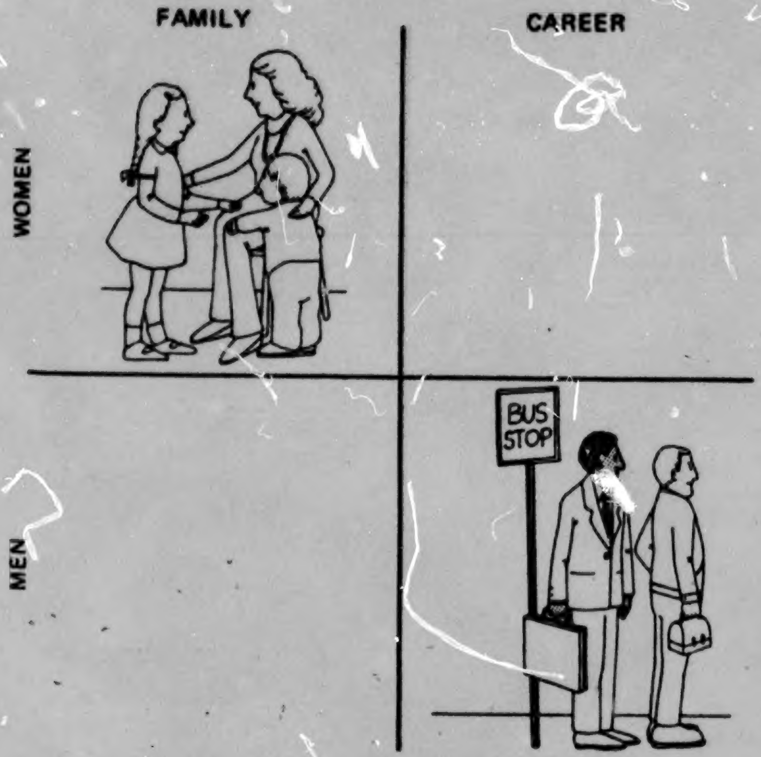
In recent years the emergence of new values, as well as a change in the relative importance of other values, is markedly altering the interaction between people and their jobs. For some individuals, achievement, self-control, independence, and the ability to delay gratification continue to direct vocational behavior and career development. For others, however, and particularly for some young people, values of self-expression, interdependence, service, and search for meaning in work are playing more prominent roles in the way they structure their work lives.

All of these conditions affect career choice. In order to help students clarify values with respect to work and to recognize the economic realities involved in career choice, teachers must be familiar with the conditions of contemporary society which have implications for career guidance. There is one additional change, however, which is also of extreme importance and to which these materials are primarily addressed.

Sex Bias. In recent years, there has been increasing national concern over a dual role system for women and men. Such a system is sex-biased in that it serves to predetermine one's career and life choices solely on the basis of gender. What is the dual role system? How does it affect men and women? How do parents, schools, employers, and society-in-general reinforce the system? Is the system functional? Is it biologically determined or historically consistent? How is it changing, and how can teachers help to facilitate these changes?

THE DUAL ROLE SYSTEM

The figure below represents, in its simplest form, what the dual role system has meant for women and men.



This schema defines a role system which has long prevailed in American society: man's role is that of "breadwinner" and "woman's place is in the home". Of course, numerous exceptions belie the simplicity of the schema. Over thirty-six million women are currently in the labor force (accounting for about 40% of the civilian labor force) and their numbers are increasing rapidly (U. S. Dept. of Labor, 1975). Nine out of ten women will work at some point in their lives (Women's Bureau, 1973). Moreover, many men share responsibility for the home. Even when women and men appear to cast off their prescribed roles, however, they may not do so completely.

WOMAN'S ROLE

While over 43% of married women hold jobs, the majority are full-time homemakers, working in the home approximately 14 hours a day. In too many cases, the variety and value of homemakers' contributions are overlooked. The table below indicates that, although few women are paid for their work, their efforts in 1970 would have been worth over $10,000 a year if they had been salaried (Chase Manhattan Bank, 1970).

The Monetary Value of Homemaking Tasks*

Occupation	Hours per Week	Dollars per Hour
Child care	44.5	$2.00
Housekeeper	17.5	3.25

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*Chase Manhattan Bank, Public Relations Department, New York, New York, June, 1970.

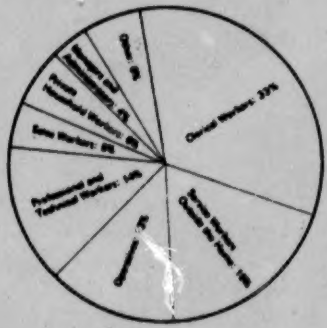
Occupation	Hours per Week	Dollars per Hour
Cook	13.1	$3.25
Dishwasher	16.2	2.00
Laundress	5.9	2.50
Food Buyer	3.3	3.50
Gardener	2.3	3.00
Chauffeur	2.0	3.25
Maintenance	1.7	3.00
Seamstress	1.3	3.25
Dietician	1.2	4.50
Practical Nurse	.6	3.75
	99.6 hours/week	$257.53

When women are employed, they often work in occupations which are considered "feminine" - occupations which are generally perceived to be extensions of the work they frequently do at home. According to Wilensky (1967) most women hold jobs which

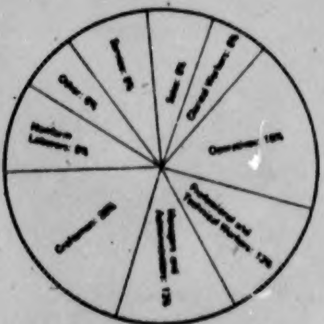
> *involve one or more of the following characteristics: (1) traditional housewife's tasks -- cooking, cleaning, sewing, and canning; (2) few or no strenuous physical activities or hazards; (3) patience, waiting, routine (receptionists, sales workers, telephone operators); (4) rapid use of hands and fingers, such as office machine operating and electrical assembling; (5) a distinctive welfare or cultural orientation; (6) contact with young children; and (7) sex appeal (p. 235).*

For example, interviews with 40 working mothers, divided equally between professionals and non-professionals, revealed that most of the mothers considered work as an aspect of their nurturant function. They did not substitute work for family obligations, but rather saw it as another way of helping their husbands and providing for the needs of their children. Husbands were still perceived to be the primary breadwinners (Hartley, 1960). Moreover, in order to integrate family and job responsibilities, they may select occupations requiring little training on the part of the employer. Employers, for their part, often expect that women workers will have a high turnover rate and are unwilling to provide on-the-job training (Oppenheimer, 1968). This expectation is not reflected in reality. Numerous studies have found that turnover and absenteeism are more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of sex.

Further evidence of this pattern is shown in the distribution of women in various occupations. In 1973 there were 35 million employed women -- two-fifths of the civilian labor force. The occupations in which these women were engaged are indicated on the charts below, published by the Women's Bureau of the U.S. Department of Labor, 1973. As can be seen, women are more likely than men to be white collar workers, but the jobs they fill usually require less skill and have lower pay scales than the men's jobs. In the professional and technical occupations, while the percentage of women and the percentage of men is almost equal, most of the women were employed in service professions -- teaching (primary and secondary), nursing, and other health related occupations, and the men were most frequently employed as professionals in higher level jobs -- engineers, scientists, physicians and surgeons, and lawyers. Furthermore, the percentage of women in the professional and technical labor force has been declining. In 1940, 45 percent of persons in these occupations were women; by 1969 the figure had dropped to 37 percent (Women's Bureau, 1971). In other white collar occupations such as managers and administrators, and clerical workers, women are much less likely than men to be managers and officials, and much more likely to be clerical workers.



By contrast the men's distribution was somewhat different in 1973.



Men are much more likely than women to be employed in blue collar jobs. While less than 1 out of 6 women hold blue collar jobs, about half of the employed men do. While women and men are equally likely to be factory workers, very seldom are women employed as skilled craftpersons.

Not only are working women employed in a limited number of occupations, but also they receive less remuneration for their work than do men. There is a substantial differential between the salaries of men and women in the same occupation. In 1971, the earnings of women working full-time averaged 59 percent of those received by men in the same job categories. Historical data suggest that this differential is increasing; in 1955, for example, women's earnings averaged 64 percent of men's (Women's Bureau, 1971).

While much of the salary differential can be traced to differences in level of skill, effort, and responsibility required for the particular job as well as to length of employment, many discriminatory practices still exist which lead to different pay rates for virtually similar jobs. Nor does education seem to make a substantial difference. Even though the average woman worker is as well educated as the average male worker, salary differentials still exist. For example, the average working woman with a college degree earns less than the average male high school dropout.

The reason for women's career choices are deeply rooted in the dual role system. When asked why women are so poorly represented in medicine and science, women college graduates most frequently cited two related reasons:

- the difficulty of combining demanding professional work with managing home and child responsibilities, and
- the desire on the part of women for occasional and part-time work rather than a persistent commitment to a professional career.

For engineering, they cited an additional prior reason:

- the field is perceived as unfeminine and parents discourage their daughters from entering it (Rossi, 1969).

This study highlights the reliance many women place on part-time work as a solution to the dilemma of combining career and child-rearing responsibilities. Where the field permits it, and a woman seriously needs or wants it, part-time employment may indeed be a good solution for her during the early years of child-rearing. However, there is an unfortunate tendency to overstress part-time, intermittent work as "the" solution to contemporary woman's needs for both personal fulfillment and societal contribution (Rossi, 1972).

Temporary withdrawal from the labor force is a critical issue and can affect salary level and job advancement. The earnings of women are largely determined by the amount of previous work experience they have had within the same occupational and educational category. For example, women high school graduates in clerical jobs with a lifetime of work experience earn twice the income of those with less than half a lifetime of work experience (Suter, 1973). Furthermore, while many are advocating equal employment benefits for part-time workers, the effects of part-time status on job responsibility and concomitant advancement have not yet been fully examined.

In summary, the change in sex-role pattern for women is often more a matter of form than function. Women employed outside the home continue to carry on nurturing and service functions similar to those they perform at home. Thus, even though women are moving into the employment quadrant depicted in our simple schema, they are taking their "implied" roles with them. They are being prevented from or are not allowing themselves to select from among all jobs within the employment possibilities. And although their work is of value to their family and society, they are not being fully compensated for it, either at home or on the job.

MAN'S ROLE

Although the dual role system does not penalize men economically in the same way it penalizes women, it has negative consequences for them too. As our schema illustrated, men are generally expected to be, if not the sole, at least the primary supporter of the family. Such an expectation causes men to limit their career and life choices and has psychological consequences as well.

Many men do not feel free to pursue career alternatives which pay little or entail great risks, even though such careers may provide a great deal of satisfaction. For example, the man who wishes to enter a helping profession may hesitate to become an elementary school teacher or nurse, not only because these are perceived as "feminine" but also because the salary schedules are relatively low. Yet these careers may be very rewarding to men who enjoy working with people but who do not desire to pursue other helping professions such as doctor or lawyer. So, too, the creative arts are often rejected by men because they feel the monetary risks may be too great.

It is true that pay and status affect career decisions for both women and men. For men, however, being a "good provider" often defines not only their sense of self worth but also the respect of their family, their status among peers, and their place in the community. Thus, some men are caught in a double bind; they fear failure because success at work often defines their masculinity. And Horner (1974) has found they fear success because they recognize that success is not always consonant with happiness and satisfaction in life.

The dual role system not only restricts men's choices in the ways described above, but often limits men's meaningful participation in family life. To earn an adequate living, many men work at high pressure jobs requiring late-night and weekend hours. Others work at two or three jobs to support their families. The effect on children of a father's continued absence from the home has been documented (Kenniston, 1965). The effects on fathers themselves, while less well studied, may be equally profound. The pressure to work extended hours deprives many men of the joys of family and leisure life. Furthermore, when a woman spends her entire day at home, tensions may build for her as well. It is not unusual, therefore, for a man to return home to find family tensions rivaling those left behind at the office.

In recent years, as women have moved into the world of work, men have taken on increasing responsibility for care of the home. Even as attitudes toward traditionally feminine domestic tasks change, however, and acceptance of an increasingly egalitarian division of labor is adopted, elements of the dual role system remain. Male domestic involvement is regarded as a "helping" role, with the major responsibility for household management and child care still unquestionably being the woman's primary role (Hartley, 1960). Indeed, the full-time househusband ranks lower in status than any other male occupational group (Bose, 1973).

This attitude towards male domestic participation echoes the feeling noted above regarding woman's participation in the world of work:

> *The activity is subordinate in importance to the major responsibility of the sex involved . . . We are not witnessing an elimination of sex differences -- only an amelioration. (Hartley, 1960. p. 157)*

The following hypothetical examples drawn from a paper by Bem & Bem (1973) illustrate that elimination of the dual role system may be extremely difficult, particularly for men. Today, it would not be too difficult to find a couple like the one described below:

> *Both my wife and I earned college degrees in our respective disciplines. I turned down a superior job offer in Oregon and accepted a slightly less desirable position in New York where my wife would have more opportunities for part-time work in her specialty. Although I would have preferred to live in a suburb, we purchased a home near my wife's job so that she could have an office at home where she would be when the children returned from school. Because my wife earns a good salary, she can easily afford to pay a housekeeper to do her major household chores. My wife and I share all other tasks around the house equally. For example, she cooks the meals, but I do the laundry for her and help her with many of her other household tasks.*

Both partners have paid employment; both partners also share responsibility for household tasks. In fact, the marriage may be extremely happy. Yet several hidden assumptions about woman's and man's role remain. Can you find them?

If the marriage were truly equalitarian, then its description would retain the same flavor and tone even if the roles of the wife and husband reversed:

> *Both my husband and I earned college degrees in our respective disciplines. I turned down a superior job offer in Oregon and accepted a slightly less desirable position in New York where my husband would have more opportunities for part-time work in his specialty. Although I would have preferred to live in a suburb, we purchased a home near my husband's job so that he could have an office at home where he would be when the children returned from school. Because my husband earns a good salary, he can easily afford to pay a housekeeper to do his major household chores. My husband and I share all other tasks around the house equally. For example, he cooks the meals, but I do the laundry for him and help him with many of his other household tasks.*

It seems unlikely that many men or women in our society would mistake the marriage just described as either equalitarian or desirable. Thus it becomes clear that the ideology about women's and men's roles unconsciously permeates these so-called equaliarian marriages, as well as society in general.

Some of the hidden assumptions in the first description, which become more apparent on reading the second, are these:

- The husband's career determines the initial set of alternatives to be considered.
- The wife is expected to take part-time employment, not the husband.
- It is the wife who must be home when the children return from school.
- It is her housekeeper, not his or their housekeeper.
- It is her laundry, her household tasks, not his or theirs.

THE SOCIALIZATION PROCESS

The dual role system is a consequence of many factors, job discrimination being one. Although discrimination in employment may explain why few women choose to become lawyers or managers or doctors, it does not explain why many women choose to be secretaries, teachers, and nurses, or why many women choose no career at all. Nor does it explain why so few men are secretaries or nurses, or why men's view of family life rarely incorporates a full partnership role.

The dual role system is in large measure a product of a socialization process that has its roots in the earliest days of a person's life when babies are given pink or blue name tags, buntings, and booties. Differences in dress are soon followed by differences in parental behavior. Six-month-old infant girls are actually touched, spoken to, and hovered over more by their mothers while they are playing than are infant boys (Goldberg & Lewis, 1969). Even before the age of three, children have internalized many sex-role stereotypes and have a powerful sense of "his" and "hers" (Money, 1968).

Schools have often compounded the problem through both overt and covert forms of bias. When children enter school, they may be segregated for all or part of the curriculum. In some cases this assignment may be beneficial. However, research tends to indicate that children are apt to be treated differently by their teachers -- with male students receiving more attention of both a positive and negative nature (Sears & Feldman, 1974). Later, educational institutions may further teach sex-role differences through the intellectual expectations of teachers, through curriculum offerings, staffing patterns, sports, and gymnasium equipment.

Written materials may be the primary source of such bias. Primers teach that men work and women mother. At all grade levels, reading books, math books, and history books differentiate between the "appropiate" roles and activities for men and women. The important role of women in shaping historical events is omitted from most textbooks. Women like Anna Ella Carroll, for example, who devised the strategy which U.S. Grant employed to win the Civil War, have been almost forgotten. Even at the college level, catalogues and other brochures often include subtle messages about sex-role differences.

While stereotypic perceptions about the suitability of occupations for males and for females are found at every age level (Meyer, 1969), the pattern of these perceptions does appear to shift over time. The early male choices of policeman, fireman, and athlete lose their superiority as boys grow into men, enlarging their horizons and increasingly taking on higher aspirations and expectations (Barnett & Baruch, 1974). The strong vocational goals expressed by young girls tend to shift during high school to marriage goals (Matthews & Tiedeman, 1964). Even the educational aspirations of women in their senior year in college tend to drop (Horner, 1974) when goals must be translated into firm plans. Early vocational choices may not necessarily represent final decisions, however. For many women, the early choice of housewife and mother is superseded at about age thirty by some occupational choice (Barnett & Baruch, 1974). Also for men there is some evidence that plans made at age twenty do not necessarily predict occupations at age forty (Barnett & Taguiri, in preparation).

There is little research on the phenomenon of second careers. It deserves further attention, however, as increasing numbers are willing to leave unsatisfying occupations in midlife, even when these are high paying and represent a major investment in terms of training. The lowering of aspirations for women has, on the other hand, received a great deal of attention. Low aspirations for women may be related to the lack of appropriate role models, the fear of success, or a combination of the two. We have already documented the lack of successful role models for women. There are few women doctors, lawyers, dentists, executives, etc. We have also described how the dual role system causes men to fear failure, at the same time that they fear success.

Women are also faced with a double bind situation, although it is somehwat different from that faced by men. Women do not want to fail; everyone likes to succeed. Yet they also fear success, not because of its possible lack of satisfaction, but because of the negative social consequences which might result from being "unfemininely" successful (Horner & Walsh, 1974). Some researchers identify this fear of success as a primary obstacle to women's achieving equal status with men and thereby changing current discrimination patterns (Low, 1974). Hence if women dare not succeed, there is a reduced possibility they will.

BIOLOGICAL CONSIDERATIONS

Since sex-role stereotyping is so pervasive a phenomenon in our society, many question whether or not it is biologically determined. In fact, the arguments over the origins of sex-role stereotyping parallel the debate over nature versus nurture as the primary determinant of intelligence. There is no disputing the fact that there are biological differences between men and women. What is questionable is whether or not these differences necessarily lead to differences in personality or ability. Do women, by nature, possess social skills and the ability to express warmth and emotional support? Do men naturally possess rational competence, vigor, and effectiveness?

There is evidence that sex-roles are at least partially learned and, as demonstrated above, that schools play an integral role in the process. While it is true that women in most cultures have had primary responsibility for the care of home and children, there are also examples of reversals of traditional sex-roles, and many instances of no detectable differences between the sexes. Thus, cross-cultural studies lend support to the cultural rather than the biological nature of sex differences.

HISTORICAL CONSIDERATIONS

Sex-role differences are not consistent across different societies, nor have they been consistent throughout history. Rather, they have changed over time, depending on the demands of society.

Janeway (1971) traces the origin of the myth that "woman's place is in the home" to the fifteenth and sixteenth centuries. Prior to that time, the home was often the place of business (e.g., the workshop for artisans, apprentices, journeymen, some of whom were women) as well as being the center of family life. Only as cities grew to maturity did the newly forming middle-class begin to live away from their places of business. By the seventeenth century, the myth was firmly established.

In America, the isolation of women from work (other than care for the home) was a significant phenomenon for only about eighty years, beginning with the Civil War and ending with World War II (Ginzgerg, 1966). In the colonial period, most women in America worked throughout their adult lives. Stivers (1974) points out that colonial men and women both participated in meeting the needs of the family and community. In fact, in early America, whether or not a farm family was affluent often hinged on the competence of the wife. Exceptions were the small minority of middle-and-upper-class families who lived in urban centers.

> *The major change in the pattern of women's lives occurred after the Civil War, when accelerating industrialization and urbanization ushered in a rapid increase in the urban middle classes. From that point in time, until the breakout of World War II, women became primarily responsible for the care of the home and children and men became primarily responsible for earning the family's sustenance (Ginzberg, 1966, p. 7).*

Even when women did hold jobs, they were often hired in low-paying, low-ranking positions. Although this did not occur during World War II when the crisis situation caused women to move into high-paying men's jobs, the old system was rapidly restored as soon as the war ended. Although a 1944 Women's Bureau study showed that 80 percent of the women employed during the war wanted to continue their jobs, cutbacks among women industrial workers began occuring as soon as peace was declared and the soldiers came home. The percentage of employed women dropped from 36 percent in 1945 to 28 percent in 1947. After that time, the employment of women began to rise again, due to increasing job opportunities. Both those women who had continued to work and those women who re-entered the labor force, however, were frequently either demoted to lower paying jobs or rehired in classifications which denied their seniority, their status, and their previous pay scale (Banner, 1974). Without definitive equal rights legislation, the labor force in America returned to a dual system.

CHALLENGES TO THE SYSTEM

Increased satisfaction for both women and men is contingent upon an expanded freedom of choice among all life's options. Recently, there have been challenges to the dual role system and growing concern over the ultimate effect it has on both women and men. Publishers are producing books which reflect more equality in men's and women's roles. Schools are increasingly concerned over providing appropriate male and female role models, as well as sex-fair curriculum offerings and educational materials. The U.S. Department of Labor has begun to use sex-neutral titles for occupations. Other Federal agencies such as the National Science Foundation and National Institute of Education are sponsoring studies of barriers to career choice and how these barriers may be overcome. Sex discrimination in employment is beginning to be eliminated. Marriage patterns are changing in the direction of more equalitarian partnerships. The helping professions are becoming aware of and responsive to the need for sex-fair practices. And people-in-general are increasingly questioning what "should be." These and other challenges to the system result from at least four important societal changes:

- Women are entering the labor market in greater numbers than ever before and a *majority are doing so because they or their families need the money they earn.*

- Women and men are questioning the incompatibility of family and career and the satisfaction to be found in "conventional marriages.

- The economic and social conditions which fostered a dual role system may no longer be present.

- Equal Rights legislation and "affirmative action" programs make it illegal for employers or educational institutions to discriminate on the basis of gender (or race, religion, or age).

THE GROWING NUMBER OF WOMEN IN THE LABOR MARKET

In the last decade women represented three-fifths of the increase in the civilian labor force. The stereotypic image of men as breadwinners and women as housewives/mothers is no longer appropriate.

Recent statistics (Women's Bureau, U.S. Department of Labor, 1975) indicate various characteristics of these working women.

Number. Over 36 million women are in the labor force, or women constitute approximately 40 percent of all employed persons.

Age. Women workers are more likely to be between 18 and 24 years of age or between 36 and 54 years of age -- the non-childbearing years. With the exceptions of those under 17 years and over 65 years, more than half of the women in all age groups are in the labor force.

Marital status. Married women (husband present) accounted for nearly 58% of all women workers. Over 43 percent of married women (with husbands present) work. The percentages of the other groups of women vary somewhat: single women, about 55 percent; divorced or separated women, about 62 percent; and widowed women, about 27 percent.

Family status. Approximately 54 percent of the working women have at least one child under the age of 18. Over 30 percent of the married women who live with their husbands and have children under 6 work. Fifty percent of widows, divorcees, and women who are separated from their husbands and who have children under 6 work. About 66 percent of female heads of households with school-age children are in the labor force.

Education. Approximately 75 percent of women workers have completed at least high school. About 12 percent of women workers have at least 4 years of college. Further, about 66 percent of women with 5 or more years of college are in the labor force. The more education a woman has, the more likely she is to work.

Worklife patterns. In the past, the typical pattern was for women to enter the labor force after completing school, work for a few years until marriage and the birth of their first child, and eventually return to work.

While it is true that many women leave work for marriage and children, this absence is only temporaty for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net difference for men and women is generally small.

The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.6, and 4.4 and 5.2, respectively, per 100 employees.

Contribution to family income. Many women work because they need to work. In 1971, only 4 percent of husband-wife families had yearly incomes below $4000 when she was not working. In 1971, the median contribution of fulltime working wives was two-fifths of the family income; 13 percent contributed more than half.

Women seem to have committed themselves to the labor force. In addition to the growing numbers of women in the labor force, there are indications of increases in:

- Enrollment in advanced degree and continuing education courses,
- Length of work life,
- Full-time employment,
- Year-round employment, and
- Contribution to family income.

Moreover, women are beginning to recognize several aspects of traditionally "male" occupations which make them desirable for both women and men. For example, skilled trades jobs have several benefits:

- Salaries are typically higher than those for operative, sales, or service occupations.
- Training costs are low, with skills frequently learned on-the-job. For example, persons in apprenticeship training programs may earn as much as $3.70 per hour, with a potential of advancing to $9.00 per hour.
- Jobs are transportable and needed in practically every community.
- Many of these jobs do not require great physical strength.

Women have demonstrated the desire and the potential to adjust to society's changing needs. However, in order that all persons' talents be utilized most effectively, it is essential that women, as well as men, receive:

- Career counseling free of sex-bias,
- Acceptance of equality by employers, and
- Recognition by society of their contributions.

CHANGING TECHNOLOGICAL, ECONOMIC AND SOCIAL REALITIES

The dual role system may have been functional in other times and cultures. According to Barry, Bacon, and Child (1957), large sex differences in socialization are associated with economies that place a high premium on that superior physical strength which characterizes the male, as well as with societies in which there are large family groups with high cooperative interaction. In societies where the nuclear family -- consisting of husband, wife, and children -- is the mode, sex differences are smaller. Since the nuclear family has no external support, husband and wife must be prepared to take over each other's roles.

Given today's mechanized society, in which physical strength is rarely a necessary requirement for most occupations and the nuclear family is so isolated, large differences in sex roles may no longer be functional. Nor, given the timesaving devices which free persons from many hours of basic household tasks, as well as modern medicine which eliminates the threat of widespread disease, is there as much need for spending time achieving antiseptic cleanliness in the home.

There are several other aspects of contemporary American society which have led to greater career availability for women:

- Changing life styles. Many individuals are questioning whether or not to marry and/or raise children.
- Medical advances. Innoculations and antibiotics help in the prevention or treatment of many childhood diseases, so that measles and the like are no longer major crises which can disrupt one's career.
- Technical advances. Household appliances, improved food processing, easy care clothing, and other technical advances save time in such household tasks as food preparation, laundering, and cleaning.
- Planned parenthood. With more control over reproduction, integration of family and career plans may be facilitated. Moreover, it is now

quite possible to postpone having the first child until one's career is well underway.

- Increased life span. With more years of productive work life, persons can work before, after, or during their childbearing years.

LAWS AND GUIDELINES PROHIBITING DISCRIMINATION IN EDUCATION AND EMPLOYMENT

In the past several years, new laws have been enacted to prohibit discrimination in both education and employment. Many of these laws have been designed to eliminate discriminatory practices on the basis of race, color, religion, and national origin. Since 1972, discrimination on the basis of sex has been included through the extension and enforcement of existing laws. The table on the following page contains a synopsis of the major legislation with which counselors should become familiar.

Many of these laws are having a major impact on instances of discrimination. The *Equal Pay Act of 1963,* for example, prohibits discrimination in salaries on the basis of sex. The Equal Pay Act prescribes that equal pay be given to employees who perform tasks requiring equal skill, effort, and responsibility under similar conditions. This legislation has been used as a legal basis for a variety of court decisions. In 1970, the U.S. Supreme Court ordered the Wheaton Glass Company to pay back over $900,000 in back wages and interest to women who were being paid 21.5 cents per hour less than men, and doing substantially the same work. In 1973, American Telephone and Telegraph was ordered to award back pay to 15,000 employees. Thirteen thousand of these employees were women who had been given no opportunity to be assigned to better paying jobs. The Wage and Hour Division of the Department of Labor estimates that as of April 1975, over $108 million is still due to 203,280 working women and men.

Another law which has been utilized frequently is *Title VII of the Civil Rights Act of 1964.* This legislation prohibits discrimination based on race, color, religion, national origin, or sex which affects equal access to jobs. For example, with the exception of jobs within particular religious orders and within the specifications for actor or actress, few job specifications can be legally classified as *bonafide occupational qualifications* to exclude either sex from employment. During the first year of enforcement by the Equal Employment Opportunities Commission, over 40 percent of the complaints charged discrimination on the basis of sex (Bird, 1969). In 1971, over 6,000 charges of sex discrimination alone were filed (Bem and Bem, 1973).

Employees must be alert to discriminatory practices which may still

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TABLE 1: Federal Laws and Guidelines Concerning Sex Discrimination in Education and Employment

	Equal Pay Act of 1963 as amended by the Education Amendments of 1972	Civil Rights Act of 1964 Title VII, as amended by the Equal Opportunity Act of 1972	Executive Order 11246 as amended by Executive Order 11375 (1967) and Revised Order No. 4 (1971)	Education Amendments of 1972, Title IX	Public Health Service Act, Title VII and Title VIII (1971)
WHAT IS PROHIBITED?	Discrimination in salaries on basis of sex	Discrimination in employment (including hiring or firing, wages, seniority rights, classifying, assigning or promoting employees, training or retraining, job advertising, insurance coverage and benefits, pensions and retirement benefits, and labor union membership) on basis of race, color, religion, national origin, or sex	Discrimination in any aspect of employment (see Civil Rights Act) on basis of race, color, religion, national origin, or sex	Discrimination in employment, admissions and treatment in all educational institutions receiving federal funds, grants, loans, or contracts, on basis of sex	Discrimination in admissions and employment practices at educational institutions receiving grants, loan guarantees, interest subsidies or contracts available under Titles VII and VIII of the Public Health Service Act
WHO IS PROTECTED?	All employees of educational institutions, public and private organizations, and most businesses	All employees of establishments of 15 or more persons (including labor unions, state and local governments, and educational institutions)	All employees of federal contractors and subcontractors, and federally assisted construction projects which have federal contracts over $10,000. Contractors with over $50,000 in federal contracts must file affirmative action programs	All employees and students	All students and most employees
WHO IS EXEMPTED FROM COVERAGE?	Certain public employees and employers in small retail and service establishments	Some religious institutions may apply religious restrictions only	None	Certain religious institutions and military schools	None
WHO ENFORCES PROVISION?	Wage and Hour Division of Employment Standards Administration of Department of Labor	Equal Employment Opportunity Commission (EEOC)	Office of Federal Contract Compliance (OFCC). OFCC designates the Department of Health, Education, and Welfare as compliance agency for all contracts to educational institutions	Office for Civil Rights of Department of Health, Education, and Welfare	Office for Civil Rights of Department of Health, Education, and Welfare
HOW IS COMPLAINT MADE?	By letter, telephone, or in person at nearest Wage and Hour Division Office	By sworn complaint on EEOC form	By letter to OFCC or Secretary of the Department of Health, Education, and Welfare	Not specified. A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable	Not specified. A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable

exist, such as:

- Same title, but lower pay, e.g. teacher or coach;
- Same work, but different title with lower pay, e.g. administrative assistant vs. assistant director;
- Same work, same pay, but different qualifications, e.g. recruiting standards may be higher for women than for men; and
- Same work, but different opportunities for promotion.

In addition, affirmative action programs are now required by Executive Orders 11246 and 11375 as outlined by the implementing regulation, Revised Order No. 4. These affirmative action programs are required by all companies with federal contracts of $50,000 or more and 50 or more employees. Affirmative action may also be required under the other laws mentioned in the table after discrimination is found. Although affirmative action programs are different, they all are designed to assure women and minorities reasonable representation on the basis of availability for each job category within the organization. This is usually done by comparing the number of women and/or minority employees with the labor pool available in the local community.

Until the fall of 1971, with the passage of the Public Health Service Act, no federal legislation prohibited sex discrimination among students at all levels of education. Much broader provisions were outlined when Title IX of the Education Amendments of 1972 was enacted. Title IX prohibited sex discrimination in admissions and treatment of students in all federally assisted education programs. Since that time there has been considerable speculation concerning the changes which will be required to comply with Title IX. The implementing regulation may affect policies relating to competitive athletics, recruiting, admissions, students rules and regulations, financial aid, health care and insurance benefits, housing rules, single-sex courses, textbooks and curriculum, and women's studies programs. The full impact of this legislation remains to be seen.

CAREER GUIDANCE FOR THE FUTURE

The introduction to this chapter introduced several changes in contemporary American society which have implications for career guidance: high unemployment, the changing occupational outlook, the oversupply of college graduates, and the growing sense of dissatisfaction on the part of many with the world of work as it is presently constituted. Despite high unemployment and job relocations, however, there is much work to be done. Our society suffers from all the ills of advanced technology and urbanization. Ecological and energy-related problems require the most creative solutions that education, the scientific community and industry can provide. Urban problems call for expanded health, education, transportation, and legal services, and improved urban planning. Even though our economy may no longer be expanding, many are still looking for ways to improve the quality of life. To accomplish this, society must make optimal use of all human potential. Both women and men have a contribution to make to society, as do persons of all races, religions, and ages.

The stage seems to be set. The benefits of sex-fairness are slowly becoming apparent. Society is gaining through the legislation which offers men and women equality in education, training, employment, pay, and advancement. Business and industry are discovering a broader base of qualified people who are eligible for recruitment and full occupational equality. Men and women are encouraged by the greater freedom of choice which is opening to them. This freedom of choice allows them greater opportunities to participate equally in occupational and non-occupational activities which suit their needs and abilities, and which offer more satisfaction to them.

While there are many factors involved, teachers can help students take advantage of these increasing opportunities. Although the current concern about the effects of sex bias on many facets of society is having an impact, it will take years before the educational and employment opportunities for men and women are truly equal. Until that time, teachers can play an important role in helping to change "what is" to "what might be."

ATTACHMENT 9

Profile: Sheila

Directions:

1. Develop a profile of Sheila as a female who reflects the social and economic change of the 1970's.
2. Use factual information from the "Changing Realities" sheets (Attachment 8).
3. Complete the profile in the space provided below.
4. Check your answers to questions 7 - 12 against the Answer Key.

5. DO NOT CHANGE your answers if they do not match those listed in the Answer Key. Simply make note of the correct answer next to the appropriate question.

Profile: A Woman of the 1970's

1. Name: Sheila

2. Age: _

3. Marital Status:

4. Family Status: (children?)

5. Occupation (s):

6. Education:

7. What is the major reason Sheila works?

8. What average length of her life time can Sheila expect to work outside the home?

9. When compared with the earnings of a man in the same occupational area, Sheila's earnings have ______________________ (increased, stayed the same, decreased) over the past 10 years.

10. What is the major factor which enables Sheila to enter, re-enter or increase her occupational level in the work force?

11. If Sheila worked in the occupational area in which women make up the highest percentage, that occupational area would be ______________________.

12. If Sheila worked in the occupational area in which the percentages of men and women workers are nearly the same, that occupational area would be ______________________.

ATTACHMENT 10

Profile: Jim

Directions:

1. Develop a profile of Jim as a male who reflects the social and economic change of the 1970's.
2. Use factual information from the "Changing Realities" sheets (Attachment 8).
3. Complete the profile in the space provided below.
4. Check your answers to questions 7 - 10 against the Answer Key.
5. DO NOT CHANGE your answers if they do not match those listed in the Answer Key. Simply make note of the correct answer next to the appropriate question.

Profile: A Man of the 1970's

1. Name: Jim
2. Age:
3. Marital Status:
4. Family Status: (children?)
5. Occupation(s):
6. Education:
7. What is the major reason Jim works?
8. What average length of his lifetime can Jim expect to work outside the home?
9. If Jim worked in the occupational area in which men make up the highest percentage, that occupational area would be ________________.
10. If Jim worked in the occupational area in which the percentages of women and men workers are nearly the same, that occupational area would be ____________________.

ATTACHMENT 11

What's the Law?

Michael, a buyer for a department store, and Julie, a law school student, have been married for 20 years and have two children. Nora is 17 and Danny is 15. Danny and Nora have recently enrolled in the ECC program in their high school, and are discussing the program with their parents.

Nora talks about the career explorations, and how part of the program involves exploring non-traditional career options. Both Julie and Michael are particularly supportive of the program, especially as it deals with changing male and female roles. Danny says he doesn't know why it's so important to know about things like laws that prohibit discrimination. He doesn't think it happens very often, and what does it do for men, anyway?

Julie takes the opportunity to talk about several cases of discrimination she has studied in her law courses.

DIRECTIONS:

1. Read the brief case studies which follow.
2. Using applicable information about the laws from "Changing Realities," (Attachment 8), record the law which appropriately deals with each case study.
3. Check your answers for each case study against the Answer Key. Do not change your answers if they do not match those listed in the Answer Key. Simply make note of the correct answer beside the appropriate case study.

1. Ken was a nurses' aide in a hospital. He enjoyed his work but claimed that he was discriminated against because he was paid less than an orderly in the same hospital. An investigation proved that the duties of a nurses' aide were in reality equal to those of an orderly.
Which law would help Ken ? ____________________

2. Jean worked on the assembly line in a large factory. She needed the salary she earned and was therefore dismayed to learn that she must retire on her next birthday at the age of sixty two. She was even more angry when she discovered that male employees could work until they were sixty five.
Which law would help Jean? ____________________

ATTACHMENT 11 (continued)

WHAT'S THE LAW?

Case Studies

3. Jim was on the high school wrestling team. During the fall of his senior year he decided to get his body in condition for the upcoming wrestling season by enrolling in a ballet class, which was offered through the adult education program. He was the only male who showed up for the class, and he was denied enrollment. It was explained that the class was open only to females.
Which law would help Jim? ____________________

4. Mary had applied to be an assistant principal in one of the city high schools. Her education and experience qualified her for the job. A man who was a football coach, however, was given the position. When Mary complained because he appeared to be less qualified than she, she was told that a man was needed in this job because of the discipline problems that an assistant principal must handle.
Which law would help Mary? ____________________

5. Sue had worked as a bank teller for several years. One day she discovered that a male teller who had started work only recently was being paid a larger salary than she. When she complained, she was told that he was working only temporarily as a bank teller. Soon, she was told, he would begin their management training program and for this reason was entitled to the higher salary.
Which law would help Sue? ____________________

6. Robert was the only additional worker in a small greenhouse run by by an elderly couple. When the original owners of the shop sold the business, the new owner fired Robert because she preferred to have another woman working in her greenhouse. Robert had had three years of experience as a greenhouse worker, and his previous work had brought in more than enough money to cover his salary. He decided to complain.
Which law would help Robert? ____________________

7. Linda was sixteen years old and was looking for her first job. In the want ad section of the newspaper she saw the name of a restaurant near her home. The ad read "Wanted--busboys part time." When Linda inquired about the job, the owner of the restaurant told her that he had a policy of hiring only boys for the work.
Which law would help Linda? ____________________

ATTACHMENT 12

Gender-Free Job Titles

Nora and Danny, two students recently enrolled in the ECC program, are researching information about careers in their respective interest areas. Following are some examples of the occupational titles and occupationally related terms they have read.

Directions: 1. In the space provided, change each title or term so it is sex-fair.

2. Use the "Guidelines for Equal Treatment of the Sexes" (Attachment 13)to check the accuracy of your answers.

3. Do not change your answers if they do not match those suggested in Attachment 13. Simply make note of the sex-fair term under your original answer.

Occupational Titles

businessman ____________________

usherette ____________________

repairman ____________________

mailman ____________________

foreman ____________________

sculptress ____________________

housewife ____________________

insurance man ____________________

authoress ____________________

cameraman ____________________

stewardess ____________________

ATTACHMENT 12 (continued)

Gender-Free Job Titles

Occupationally Related Terms

chairman ____________________

lady lawyer ____________________

office girl ____________________

the best man for the job ____________________

ATTACHMENT 13

GUIDELINES FOR EQUAL TREATMENT OF THE SEXES

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Excerpts (pp. 4-11) from McGraw-Hill Guidelines:

3. Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized or stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are being described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

no	yes
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	The Harrises are an attractive couple. Henry is a handsome blond and Ann is a striking brunette.
	OR The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.
	The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (or church or civic) affairs.

a. In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Examples of practices to be avoided: focusing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects of scorn and treating their issues as humorous or unimportant.

Examples of stereotypes to be avoided: scatterbrained female, fragile flower, goddess on a pedestal, catty gossip, henpecking shrew, apron-wearing mother, frustrated spinster, ladylike little girl. Jokes at

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women's expense -- such as the woman driver or nagging mother-in-law cliches -- are to be avoided.

no	yes
the fair sex; the weaker sex	women
the distaff side	the female side or line
the girls or the ladies (when adult females are meant)	the women
girl, as in: I'll have my girl check that.	I'll have my secretary (or my assistant) check that. (Or use the person's name.)
lady used as a modifier, as in lady lawyer	lawyer (A woman may be identified simply through the choice of pronouns, as in: The lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female, as in: a course on women writers, or the airline's first female pilot.)
the little woman; the better half; the ball and chain	wife
female-gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female-gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put-down)	feminist; liberationist
sweet young thing	young woman; girl
co-ed (as a noun)	student
(Note: Logically, co-ed should refer to any student at a co-educational college or university. Since it does not, it is a sexist term.)	
housewife	homemaker for a person who works at home, or rephrase with a more precise or more inclusive term

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no	yes
The sound of the drilling disturbed the housewives in the neighborhood.	The sound of the drilling disturbed everyone within earshot (or everyone in the neighborhood).
Housewives are feeling the pinch of higher prices	Consumers (customers or shoppers) are feeling the pinch of higher prices.
career girl or career woman	name the woman's profession: attorney Ellen Smith; Maria Sanchez, a journalist or editor or business executive or doctor or lawyer or agent
cleaning woman, cleaning lady, or maid	housekeeper; house or office cleaner

b. In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, or clumsy in household maintenance, or as foolish in self-care.

To be avoided: characterizations that stress men's dependence on women for advice on what to wear and what to eat, inability of men to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

c. Women should be treated as part of the rule, not as the exception.

Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse," should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee-whiz" attitude toward women who perform competently; ("Though a woman, she ran the business as well as any man" or "Though a woman, she ran the business efficiently.")

d. Women should be spoken of as participants in the action, not as possessions of the men. Terms such as pioneer, farmer, and settler should not be used as though they applied only to adult males.

no	yes
Pioneers moved West, taking their wives and children with them.	Pioneer families moved West. Pioneer men and women (or pioneer couples) moved West, taking their children with them.

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e. Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy).

no	yes
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.

4. Women should be recognized for their own achievements. Intelligent, daring, and innovative women, both in history and in fiction, should be provided as role-models for girls, and leaders in the fight for women's rights should be honored and respected, not mocked or ignored.

5. In references to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

a. The word man has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large) whenever such substitutions can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for man-words:

no	yes
mankind	humanity, human beings, human race, people
primitive man	primitive people or peoples; primitive human beings; primitive men and women
man's achievements	human achievements
If a man drove 50 miles at 60 mph . . .	If a person (or driver) drove 50 miles at 60 mph . . .
the best man for the job	the best person (or candidate) for the job
manmade	artificial; synthetic, manufactured; constructed; of human origin

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no	yes
manpower	human power; human energy; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood

b. The English language lacks a generic singular pronoun signifying he or she, and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one... he," "anyone...he," and "each child opens his book." Nevertheless, avoid when possible the pronouns he, him, and his in reference to the hypothetical person or humanity in general.

Various alternatives may be considered:

(1) Reword to eliminate unnecessary gender pronouns.

no	yes
The average American drinks his coffee black	The average American drinks black coffee.
(2) Recast into the plural.	Most Americans drink their coffee black.

(3) Replace the masculine pronoun with one, you, he or she, her or his, as appropriate. (Use he or she and its variations sparingly to avoid clumsy prose.)

(4) Alternate male and female expressions and examples.

no	yes
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say, "She's not the right person for the job," or "He lacks the qualifications for success."

(5) To avoid severe problems of repetition or inept wording, it may sometimes be best to use the generic he freely, but to add, in the preface and as often as necessary in the text, emphatic statements to the effect that the masculine pronouns are being used for succinctness and are intended to refer to both females and males.

These guidelines can only suggest a few solutions to difficult problems of rewording. The proper solution in any given passage must depend on the context and on the author's intention. For example, it would be wrong to pluralize in contexts stressing a one-to-one relationship, as

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between teacher and child. In such cas[illegible]ither using the expression he or she or alternating he and she, as [illegible]opriate, will be acceptable.

c. Occupational terms ending in man should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person.

no	yes
congressman	member of Congress; representative (but Congressman Koch and Congresswoman Holtzman)
businessman	business executive; business manager
fireman	fire fighter
mailman	mail carrier; letter carrier
salesman	sales representative; salesperson; sales clerk
insurance man	insurance agent
statesman	leader; public servant
chairman	the person presiding at (or chairing) a meeting; the presiding officer; the chair; head; leader; coordinator; moderator
cameraman	camera operator
foreman	supervisor

d. Language that assumes all readers are male should be avoided.

no	yes
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

6. The language used to designate and describe females and males should treat the sexes equally.

   a. Parallel language should be used for women and men.

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no	yes
the men and the ladies	the men and the women the ladies and the gentlemen the girls and the boys
man and wife	husband and wife

Note that lady and gentleman, wife and husband, and mother [illegible] father are role words. Ladies should be used for women only when men are being referred to as gentlemen. Similarly, women should be called wives and mothers only when men are referred to as husbands and fathers. Like a male shopper, a woman in a grocery store should be called a customer, not a housewife.

b. Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital relationships (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say Prime Minister Gandhi) or is paired up with similar references to men.

(1) A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

no	yes
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Billie Jean and Riggs Mrs. King and Riggs	Billie Jean and Bobby King and Riggs Ms. King (because she prefers Ms.) and Mr. Riggs
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mrs. Meir and Dr. Dayan

(2) Unnecessary reference to or emphasis on a woman's marital status should be avoided. Whether married or not, a woman may be referred to by the name by which she chooses to be known, whether her name is her original name or her married name.

c. Whenever possible, a term should be used that includes both sexes. Unnecessary references to gender should be avoided.

no	yes
college boys and co-eds	students

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d. Insofar as possible, job titles should be nonsexist. Different nomenclature should not be used for the same job depending on whether it is held by a male or by a female. (See also paragraph 5c for additional examples of words ending in man.)

no	yes
steward or purser or stewardess	ght attendant
policeman and policewoman	police officer
maid and houseboy	house or office cleaner; servant

e. Different pronouns should not be linked with certain work or occupations on the assumption that the worker is always (or usually) female or male. Instead either pluralize or use he or she and she or he.

no	yes
the consumer or shopper...she	consumers or shoppers...they
the secretary...she	secretaries...they
the breadwinner...his earnings	the breadwinner...his or her earnings or breadwinners.... their earnings..

f. Males should not always be first in order of mention. Instead, alternate the order, sometimes using: women and men, gentlemen and ladies, she or he, her or his.

CONCLUSION

It is hoped that these guidelines have alerted authors and staff members to the problems of sex discrimination and to various ways of solving them.

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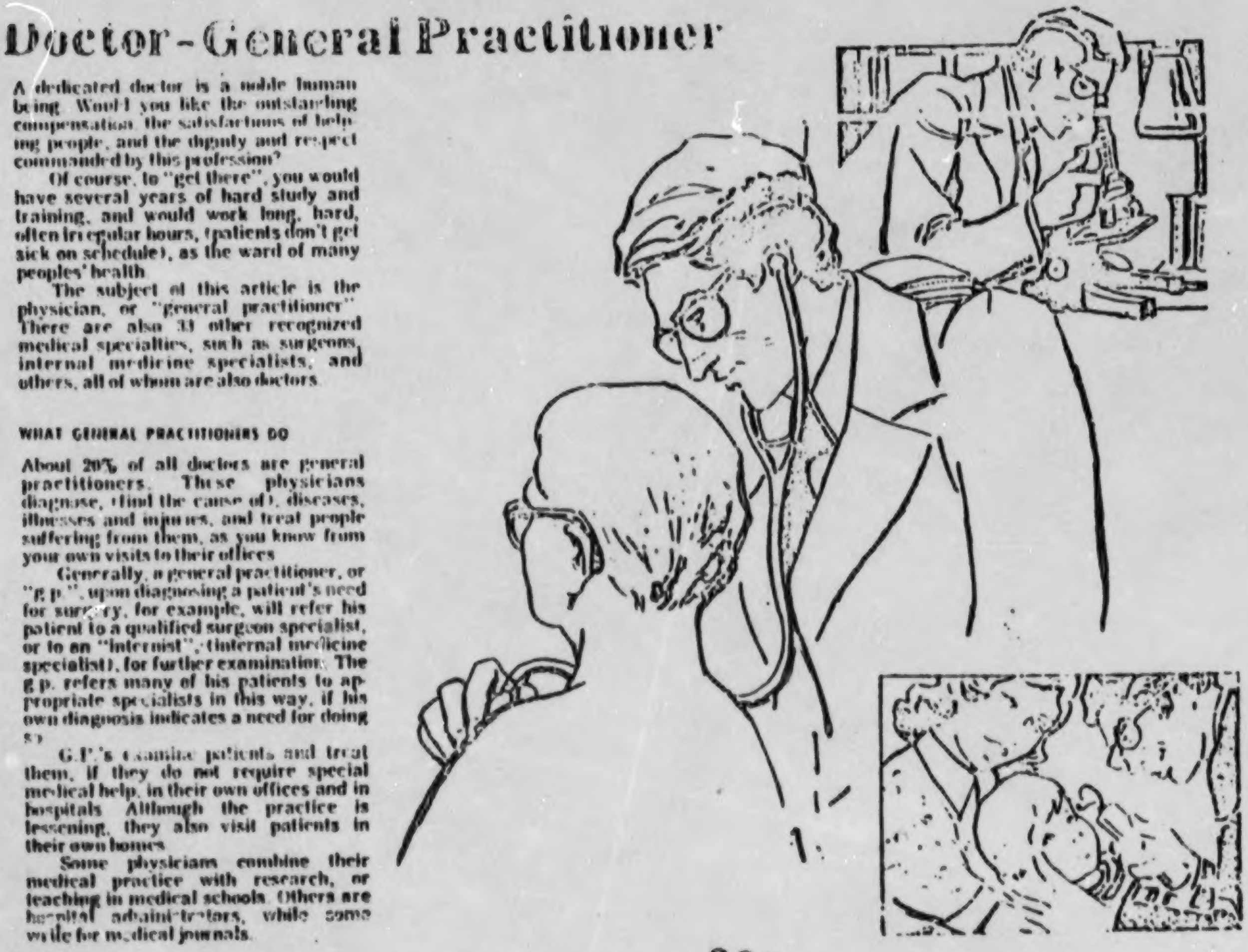
ATTACHMENT 14

What's the Message?

Messages relating stereotyped occupational roles can be communicated through illustrations as well as language. While the language may be stated in sex-fair terms, the pictures may say something else.

Directions:

1. Use the Checklist for Career Planning Materials to analyze the "Doctor-General Practitioner" pamphlet excerpt.
2. Check your answers against the Answer Key. Do not change your original answers if they do not agree with the Answer Key. Simply note the correct answers on the original checklist.



Doctor-General Practitioner

A dedicated doctor is a noble human being. Would you like the outstanding compensation, the satisfactions of helping people, and the dignity and respect commanded by this profession?

Of course, to "get there", you would have several years of hard study and training, and would work long, hard, often irregular hours, (patients don't get sick on schedule), as the ward of many peoples' health.

The subject of this article is the physician, or "general practitioner". There are also 33 other recognized medical specialties, such as surgeons, internal medicine specialists, and others, all of whom are also doctors.

WHAT GENERAL PRACTITIONERS DO

About 20% of all doctors are general practitioners. These physicians diagnose, (find the cause of), diseases, illnesses and injuries, and treat people suffering from them, as you know from your own visits to their offices.

Generally, a general practitioner, or "g.p.", upon diagnosing a patient's need for surgery, for example, will refer his patient to a qualified surgeon specialist, or to an "internist", (internal medicine specialist), for further examination. The g.p. refers many of his patients to appropriate specialists in this way, if his own diagnosis indicates a need for doing so.

G.P.'s examine patients and treat them, if they do not require special medical help, in their own offices and in hospitals. Although the practice is lessening, they also visit patients in their own homes.

Some physicians combine their medical practice with research, or teaching in medical schools. Others are hospital administrators, while some write for medical journals.

School/Organization ____________________

Sex M ☐ F ☐

Date ____________________

CHECKLIST FOR CAREER PLANNING MATERIALS[1]

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career planning materials.

	YES	NO	N/A
1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?			
2. Do the illustrations show women predominantly as helpers, and/or men as leaders or figures of authority?			
3. Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures?			
4. Do the illustrations in general show women as smiling and pleasant?			
5. Do the illustrations in general show men as serious and thoughtful?			
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure?			
7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations?[2]			
8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles?			
9. If occupational titles are used, are they sex-biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "mail carrier?"			
10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sex-biased language.			

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[1] Adapted from materials prepared by Jan Birk for Title IX Equity Workshops Project

[2] Items 7 through 12 are adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials. New York: Educational Products Information Exchange, 1975.

		YES	NO	N/A
11.	If references exist to family responsibility, are there sex-differentiated expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider?	____	____	____
12.	If references are made to appearance, physical qualities or personality traits as being significant factors related to success, are they sex-biased? For example, is being a nurturant person related to being a successful nurse?	____	____	____
13.	Is there evidence of sex-biased language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?	____	____	____
14.	If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?	____	____	____
15.	If the materials are mediated (film, filmstrip, slide/tape) is the narration done largely by a male? a female? both?			

16. List additional instances of bias (if any) in language or implication:

17. List instances of sex-fairness and affirmative language or implications (be careful to distinguish this from "tokenism"):

ATTACHMENT 15

*Counseling - Related Behaviors. Biased or Fair?

Directions:

a. The following situations are examples from the day-to-day experiences of counselors and teachers. Possible responses are provided under each of the situations listed. Read each situation and indicate, according to the following categories, which category best describes the situation.

Sexist behaviors

B/D - Sex biased or sex-discriminatory behavior--the response reflects bias or stereotyping and in some instances (such as suggesting or eliminating school courses based on sex), may be a violation of the Title IX regulation

Non-sexist behaviors

F - Sex fair behavior--treats both sexes in the same manner

A - Sex affirmative behavior--goes beyond sex-fair behavior by compensating for the effects of past discrimination

b. Indicate your description of each of the responses provided by placing the appropriate letter (B/D, F or A) in the blanks provided.

c. Check your responses with those provided in the Answer Key. Do not change any of your answers, but do indicate any answers which disagree with yours in the appropriate places.

1. Situation: Students are consulting counselors regarding the courses which they should be taking next semester.

Responses: _____ A. "Susan, are you sure that you want to sign up for trigonometry? That is a most difficult course and it is really unlikely that you will ever need that course. You know very few girls ever enroll in that course."

_____ B. "Carlos, I understand that you've been working with Green Gardens nursery and want to enroll in the horticultural class. That's a good way of finding out whether you want to be a landscape architect. Jeannie, that's a most attractive outfit that you are wearing today."

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* Adapted from "Implementing Title IX and Attaining Sex Equity, Application Materials for Counselors," Title IX Equity Workshops Project, 1975 (Field Test Materials).

_____ C. "Jim, your records indicate that you're interested in office occupations and have done well in typing. Have you considered taking shorthand so that you would have the skills for secretarial work?"

_____ D. "Joyce and Kevin, I understand that the two of you are interested in using the computer terminal services to find information on technical schools offering programs in environmental technology. It's great that you found out about the computer terminal and decided to use it."

2. Situation: A counselor is giving directions to the class for completing a series of tests.

Responses: _____ A. "The next section of the test deals with mathematical concepts. Try to work as quickly as you can to complete the questions. Girls, don't be concerned if you are having difficulty with the items because most girls can't understand mathematics."

_____ B. "The next section of the test deals with abstract reasoning problems. Read each item carefully and try to select the best answer. If you're having difficulty with a question, move on to the next one."

3. Situation: You're responsible for setting up a career day for students. You:

Responses: _____ A. Arrange for female and male speakers who are in careers traditional to their sex and assign students to sex traditional areas (female students hear representatives of women's colleges and talk to women in office management, nursing, social welfare, etc.; male students hear representatives of scientific and technical institutions and talk to men who are executives, insurance agents, skills crafts workers, etc.)

_____ B. Arrange for speakers without regard to their sex and encourage students to self-select those presentations which are of greatest interest to them by providing them with detailed information about the speakers.

_____ C. Arrange for female and male speakers in careers traditional and nontraditional to their sex and schedule the presentation in a way which requires students to hear 9 out of 12 speakers.

4. Situation: Julia, a high school senior, needs summer work to help pay tuition to attend a computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she reports that she likes to fix things. You suggest:

Responses: _____ A. that she investigate the "openings for girls" listing on the "jobs for summer" board

_____ B. that she call an agency which provides temporary office services such as typing, filing, answering the phone, etc. and try to find a placement

_____ C. that she join a group of students who are organizing a service for doing minor home repairs and lawn and garden work during the summer

_____ D. that she investigate a new city summer jobs program which attempts to place young persons in nontraditional jobs

5. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby sitting and last summer worked as a counselor at a day camp. He thinks he might eventually like to be an early childhood or elementary school teacher, but he's afraid he'll be the only boy in the class and the other students will make fun of him. You say to him:

Responses: _____ A. "In this school you have the right to take any class you want."

_____ B. 'Why don't you see if some of your friends interested in child development won't sign up for the class too? That way you'll have some added support.

_____ C. "You're probably right about having jokes made about your being in the class. Why don't you wait to take that type of course when you're in college and sign up for some other elective courses."

6. Situation: Anita, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the work placement activities that are part of the program. She has heard that the cooperating businesses will not accept female students. You say to her:

Responses: _____ A. "Well, you know that there are still many employers who are reluctant to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."

_____ B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a program that is discriminatory. If we find that employers are discriminating in accepting students, the school can't continue to use the employer as a placement site."

_____ C. "Under Title IX students are assured the right of nondiscrimination in all educational programs. Although some employers are reluctant to accept females in job placements, they are required to do so if they are to be involved in the school's program. I think you'll find that many attitudes are beginning to change. You may wish to talk to Sara Jackson who is now an auto mechanic with the Benavediez Car Agency to learn more about her experiences of going into a nontraditional job."

7. Situation: Carol, a high school senior with a good academic record comes in to talk about her post high school plans. She had planned to go to college but is now engaged to be married during the summer. Her fiance has a reasonably well-paying job, but insists that if Carol attended college, a severe strain would be placed on their budget. Carol has no definite career plans. You say:

ATTACHMENT 15 (continued)

Responses: _____ A."Well, you don't want your marriage to get off on the wrong foot. As long as you're unsure of yourself and college would be a financial strain, you probably should not plan to go to college. If anyone goes to college, it should be your fiance because the man has to earn a living."

_____ B. "Since you seem unsure of yourself, let's evaluate your grades and interest scores. Most women will be working outside the home at some time in their lives. It would make sense for you to begin to formulate some definite plans and gain skills which could be used in work outside the home."

_____ C. "As long as your future husband can support you, there's no immediate need to worry about your future."

* Adapted from materials developed by Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes in Sex Fairness in Career Guidance, Cambridge, Mass., Abt Associates, 1975.

ATTACHMENT 16

*Counseling Carol and Frank

DIRECTIONS:

1. Following you will find two case studies of students who are seeking assistance in exploring career decisions. Within each case study you will find a general background statement about a student and examples of sessions with various counselors. Please read each of the cases carefully.
2. Use Attachment 12, "Checklist for Assessing the Counseling Process," to rate EACH COUNSELING SITUATION for both Carol and Frank. (Example: Use one checklist each for Counselors A, B, and C in Carol's situation, and for Counselors A and B in Frank's situation.).
3. Check your answers with those provided in the Answer Key and make appropriate notes.

CASE STUDY 1 - Carol Merritt

Background

Carol Merritt is a very bright, high school junior with demonstrated ability in science, chemistry, biology, and math. The results of standardized tests regularly given by her school indicate that she is in the 90th percentile or above in both aptitude and achievement compared with other students her own age. She won a prize for her last year's biology project. She is self-assured, if a little quiet, and her concern for others is evident in two of her extra-curricular activities: babysitting and helping teach Sunday school.

When her mother was hospitalized, Carol became interested in nursing and began volunteer work at the local hospital as a nurse's aide. This experience has led her to feel that nursing would be an enjoyable career for her, and she receives support in this thinking from her family. Both her mother and father feel that nursing is a very practical vocation, one which can readily be fitted in with marriage and raising children.

As part of the regular counseling program in her school, Carol has taken an occupational inventory. Carol's measured interests correspond to her expressed interests and aptitudes. Her interests correlate most highly with those of women in the following occupations: nurse (.50), science teacher (.48), X-ray technician (.47). Her interests correlate most highly with those of men in the following occupations: pediatrician (.39), dentist (.37), physician (.37), and science teacher (.36).

Counselor A

Counselor A is delighted to talk with Carol. Unlike many other students, Carol seems to know what she wants. Moreover, the inventory results confirm her tentative choice of nursing as a vocation.

Since Carol also shows an interest in science, Counselor A takes some time to point out to Carol the possibilities of a career in science. Carol could teach science, or she might become a lab or X-ray technician. Carol is open to the possibilities in science, but both she and the counselor conclude that as a nurse she could apply her interests in science, her helping nature, and her love for people in a more purposeful and satisfying way.

Having selected a few good three-year nursing programs, for which she will soon apply, Carol leaves the office, content with her choice.

Counselor B

Prior to this meeting, Counselor B reviews the results of Carol's occupational inventory and compares them with Carol's scores on the other standardized achievement tests. These scores and her extracurricular activities show a highly correlated pattern of interests; namely, a sense of dedication to people and a love of science. Moreover, Carol is bright and has leadership qualities which could be developed further.

Taking into account all the information, Counselor B discusses with Carol the possibility of pursuing a five-year Bachelor of Science degree in Nursing. This course of action would offer a great deal more status than a regular nursing program and would also satisfy her intellectual needs. With a five-year degree, Carol might teach and supervise other nurses, using her leadership ability as well.

Carol is extremely pleased upon leaving the counselor's office. A five-year nursing program offers her opportunities she has never explored before. She is delighted with the possibility of combining her love of medicine, science, and people in such an integrated fashion.

Counselor C

Counselor C and Carol discuss the results of her occupational inventory carefully. She has scored high in the medical areas, as she had expected.

Considering the scores on the female side of her inventory, however, does not give a complete picture of her interests. Counselor C points out that Carol might also consider the scores from the male side as well. When compared with men, Carol's highest scores continue to be in the medical and scientific areas.

With Carol's aptitude and motivation, Counselor C points out that she might give serious thought to pursuing a vocation as a physician, dentist, or pediatrician. While Carol had never thought of pursuing a professional career beyond the level of nursing, seeing her high scores of these scales triggers her thinking. Of course she will need to consider many things before making her decision--money for school, getting into a good pre-med program, etc. She hurries home to discuss all the pros and cons with her parents.

CASE STUDY 2 - Frank Courtin

Background

Frank Courtin is the son of a minister. For most of his life he has been an active participant in the programs at the church. During the time Frank has been in high school, he has been teaching a Sunday school class for 3 and 4 year olds. Even though he has been given an opportunity to return to Sunday school classes with his peers, he has insisted that he prefers to work with the children.

Frank was administered a career interest inventory as part of the eleventh grade testing program. His highest scores were on the scales "caring for people," "teaching and social work," and "nursing."

Counselor A

Counselor A immediately shows Frank his scores and indicates that the high scores show a preference for working with people. Since Frank is one of the outstanding students in the high school in terms of high academic grades and leadership in a number of student activities, Counselor A is certain Frank could excel at whatever he selects. Counselor A, however, feels that while these scores probably reflect Frank's socialization as a minister's son, they do not reflect Frank's desire to seek a highly successful professional career.

As Frank and Counselor A discuss the meaning of these high scores, Frank suggests that he's been wondering about what he'd have to do to be trained to work in a day care center. Counselor A, however, suggests that perhaps day care is not really an appropriate choice. After all, Frank has considerable potential and should think about jobs where he could really demonstrate success and earn a substantial salary. Besides, day care is not a field for men.

As they continue to discuss other fields such as law and medicine, Frank concludes that maybe the counselor is right. Working in a day care center probably would not allow him much of an opportunity to be really successful.

Counselor B

When Frank enters the counselor's office, Counselor B has Frank's folder on the desk. Leaving it closed, they begin to discuss some of Frank's activities outside of school. Counselor B notes Frank's enthusiasm when he describes some of his experiences teaching the Sunday school class.

When Counselor B pulls out the interest inventory results, his description of the high and low scores is very thorough. The counselor points out that Frank's pattern of measured interests seem to paralled some of his outside activities. These activities have obviously provided Frank with an experiential basis for filling out the inventory as he did.

As Frank and the counselor discuss the implications of the pattern of his scores, Frank suggests that he's been wondering about what he'd have to do to be trained to work in day care. Counselor B points out that there are a large variety of approaches, depending on what level job Frank might wish to have. Each of the levels require different amounts of training, primarily in child development and early childhood education.

Counselor B also points out that day care is not the only kind of job where Frank could easily develop some of his interests in working with children. He could consider others, such as elementary school teacher, social worker, and pediatrician. Whereas, at present, there are many somen holding day care jobs, the employment patterns are slowly changing. Both men and women are beginning to select jobs on the basis of interest in doing the work, rather than limiting themselves to traditional selection of men's jobs and women's jobs.

Frank agrees to consider some of the other alternatives and to explore some college catalogs for programs in child development and early childhood education.

ATTACHMENT 16

Counselor A B C
(Circle appropriately)

Student Carol Frank
(Circle appropriately)

* Checklist for Assessing the Counseling Process

YES	NO	
☐	☐	Student is encouraged to imagine and/or express personal career/life goals.
☐	☐	Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
☐	☐	Student is encouraged to consider career options not traditionally associated with that person's gender.
☐	☐	Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.
☐	☐	Student is not discouraged from taking any class because of gender.
☐	☐	Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options.
☐	☐	Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested.

Additional Notes:

Adapted from
*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

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(Circle appropriately)

Student Carol Frank
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(Circle appropriately)

Student Carol Frank
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Additional Notes:

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*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

ATTACHMENT 17

Counseling the ECC Student

Directions:

1. Review the information in the theoretical counseling situations you have completed if you feel it will be helpful.
2. Arrange with one of the other teachers in your ECC program for a specific time to observe you in a typical counseling situation with a student.
3. Before the session, give the teacher you choose the "Observation Packet" (following pages). The materials are self-explanatory.
4. Choose one of the students you normally counsel to participate in the session to be observed. Inform the student BEFORE the session about the purpose of the activity. Be sure the student has no objection to participating in the activity.
5. Conduct the counseling session as you normally would with the student, and have the observing teacher record reactions.
6. Discuss the feedback from the session with the observing teacher (you may decide whether or not to include the student in this portion of the activity).
7. File the completed "Observation Packet" in your own inservice materials.
8. Act as an observer for another ECC teacher in your program.

ATTACHMENT 17 (continued)

OBSERVATION PACKET

Counseling the ECC Student

Instructions for the Observer:

1. Observe a typical counseling session between an ECC student and teacher in your program (as arranged).
2. Use the provided "Checklist for Assessing the Counseling Process" to analyze the session. Complete the checklist WHILE THE COUNSELING SESSION IS IN PROGRESS, including brief examples of the interaction between "counselor" and student.
3. Make any additional notes which you feel are appropriate.
4. After the session, use the completed checklist as a discussion guide with the teacher you observed. Complete items a, b and c on the "Counseling Session Feedback" sheet as you discuss them.
5. Return the complete "Counseling the ECC Student Observation Packet" to the teacher you observed.

Counseling Session Feedback Sheet

DIRECTIONS: Complete items a, b, and c as you discuss them with the teacher you observed. Recording this information will help the teacher as a future reference.

a. What were the most positive and/or sex-fair parts of the session?

b. Were there any examples of "counselor" bias based on the sex of the student? If so, what were they?

c. What are some specific suggestions for improving the counseling situation in terms of sex-fairness or sex-affirmative behaviors?

Student: ____________________

Date: ____________________

Student Sex M ☐ F ☐

Observer: ____________________

Teacher ____________________

* Checklist for Assessing the Counseling Process

YES	NO	
☐	☐	Student is encouraged to imagine and/or express personal career/life goals. Example(s):
☐	☐	Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles. Example(s):
☐	☐	Student is encouraged to consider career options not traditionally associated with that person's gender. Example(s):
☐	☐	Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender. Example(s):
☐	☐	Student is not discouraged from taking any class because of gender. Example(s):
☐	☐	Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career

resource center which will help expand knowledge of career options.
Example(s):

☐ ☐ Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of particular type of exploration suggested.
Example(s):

Additional Notes:

Adapted from
*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

ATTACHMENT 18

What is a Non-Traditional Occupation?

Definitions: 1) A traditional occupation is one which has been typically held by or associated with members of one sex. Examples:

For Females	For Males
teacher	lawyer
secretary	engineer
nurse	construction worker
homemaker	doctor
sales clerk	business manager
housekeeper	administrator
flight attendant	auto mechanic

2) A non-traditional occupation is one which is held by members of the sex not traditionally associated with that occupation.

For Females	For Males
airline pilot	homemaker
scientist	nurse
politician	librarian
police officer	clerical worker
cabinet maker	day-care teacher

Identifying Non-Traditional Occupations:

1) In your ECC program, you have perhaps had an opportunity to identify and utilize workers or speakers who hold non-traditional jobs. In the space below, list the ACTUAL people and their occupations you have utilized or can potentially utilize as non-traditional workers or guest speakers in your program. This information will be helpful to you later in this activity.

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

2) List other sources (organizations, individuals, contacts) you could use to find non-traditional workers or guest speakers: (See Colorado Women's Resource Book, yellow pages of phone book, etc.)

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

ATTACHMENT 19

Providing Non-Traditional Career Explorations and Guest Speakers

Career Explorations:

1) Opportunities for Non-traditional explorations in the community fall into two basic categories:

   a) Exploring an occupation in which a male or female is working in a job traditionally held by the opposite sex. Examples:

Female	Male
business manager	kindergarten teacher
supervisor	bank teller
broadcaster	clerical worker
geologist	telephone operator

   b) Exploring an occupation in which a female or male is working in a job traditional for their sex, but non-traditional for the sex of the student. Examples:

Boys explore	Girls explore
telephone operator-female	auto mechanic-male
nurse-female	lawyer-male
sales clerk-female	carpenter-male

Option a) is the ideal because it provides students with role models of their own sex in a non-traditional role. However, option b) is practical in that it offers a greater number of exploration possibilities, and assures that each student can see at least one non-traditional role in her or his area of interest.

2) As one of the activities in their curriculum units about male/female roles, students are asked to complete at least one non-traditional community-site exploration.

   You should plan to help students do this in the following ways:

   a) become familiar with the Community Sites for Non-Traditional Placements list. (See sample on following pages). This list will be updated as additional sites are recruited. A complete list is available through the Career Education office.

   b) during individual counseling sessions or group meetings, suggest and negotiate specific sites for non-traditional explorations.

c) suggest that students seek out sources of non-traditional sites of particular interest to them.

Guest Speakers:

An important opportunity for providing non-traditional role models for students exists through guest speaker presentations. The "Guidelines for Use with Guest Speakers" packet is provided to help you do this.

Directions:

1) Read over the "Guidelines for Use with Guest Speakers" packet. (See Attachment 20).

2) Plan and conduct a non-traditional speaker presentation using the guidelines and forms in the packet.

   Note: Because each ECC teacher in your school is also doing this activity, you may choose to combine forces and make the presentation a panel discussion or multi-speaker seminar.

   Each teacher should still complete at least one set of guest speaker forms.

3) Complete the appropriate guest speaker forms for each speaker.

4) Have each student who attends the presentation complete a "Speaker Evaluation Sheet".

5) File your completed forms in this notebook.

(SAMPLE)

SITES AVAILABLE THROUGH THE CLEARINGHOUSE
Jefferson County Public Schools

COMMUNITY SITES FOR NON-TRADITIONAL PLACEMENTS

As of March 3, 1978

* KEY: Recruited by: Sue Ackerman, Jeri Aldridge, Rich Berlanti, David Mangum, Shari Mitchell, Elena Newton, Mike Patterson, David Reith, Mike Scruggs

A.T. & T. Long Lines
Male operators, clerks,
female plant superv.
J.A.

A.T. & T. Long Lines
M.P.

American Mutual Underwriters' Co.
Female Sales Rep.
M.S.

Walt Anderson Oil Co.
Women work
J.A.

Another Production Co., Inc.
M.P.

Arapahoe Chemicals, Inc.
Female chemists-plant operators
M.S.

The Art Department
E.N.

Assistance Travel
Manager is a woman
E.N.

B-Bar-K, Inc.
Owner is a woman
J.A.

Bailey, Severn & Assoc.
Female Accountant
R.B.

Ron Bailie School of Broadcast
Female broadcaster
M.P.

Bear Rug Co.,
J.A.

BethIsrael Hospital
S.A.

Birchwood Pavilion
Ass't. Adm. is a woman
E.N.

Jeff Brauer, Atty. at Law
R.B.

J. R. Bright & Assoc.
Company is all women (technical
recruitment for energy resources)
S.M.

Bureau of Standards
FEmale Scientist
M.S.

Burlington Northern
S.A.

Canyon Courier
S.M.

Carousel Productions
E.N.

Chatfield Bank
Women bank officers
E.N.

Citizen's Advocate Office
M.P.

City of Lakewood
Street maintenance, management,
male secty., animal control
E.N.

NONTRADITIONAL SITES AVAILABLE THROUGH THE CLEARINGHOUSE

Cobe Labs, Inc.
E.N.

Colorado Aero Tech.
6 female students
M.S.

Colorado Computer
Half of operators are women/
woman systems analyst
D.R.

Colorado Heritage Center
M.P.

Colorado Scientific Society
Woman geologists
J.A.

Computertime Corp.
Owners are husband and wife
E.N.

Conoco Refinery
Women engineers
S.A.

Cyrus G. DeLano Co.,
M.P.

The Darkroom
M.P.

Denver Academy of Court Reporting
E.N.

Denver Auto & Diesel
M.P.

Don's prescription Pharm.
Woman manager
R.B.

Elkins Institute
M.P.

El Rancho,COlorado
J.A.

Eventide of Lakewood
Has male orderlies and black
male nurse
E.N.

First National Bank
Woman V.P. & loan officer
S.M.

FRAMCO
S.M.

Front Range Veterinary Clinic
S.A.

Frostline Kits
Management not exclusively male
M.S.

GEFCO
One clerical man
D.R.

Gates & Sons, Inc.,
M.P.

Gates Rubber Company
Female electricians and engineers
M.S.

Gerwin & Company
Female underwriters - only 2 in the
country
M.S.

Robert Gordon
S.M.

Graphic Design Studios
Female silk screener
M.S.

Grubin & Company
Woman is treasurer and office
manager
E.N.

NONTRADITIONAL SITES AVAILABLE THROUGH THE CLEARINGHOUSE

Johnnie Harper Ford
M.P.

Irvin Industries, Inc.,
Female machinists
M.S.

Jefferson Bank & Trust
R.B.

Jeffco Dept. of Social Services
Both male & female caseworkers
E.N.

Judy's Dance Academy
MP

KLAK
One reporter is a woman
E.N.

KLIR
Woman in air-time sales
E.N.

Kaiser Clinic
Supervisor is a woman
E.N.

Keebler Company
Women managers
M.S.

Lakemanor Nursing Home
Male R.N. & male social worker
E.N.

Lakeridge Dental Lab
E.N.

Lakewood Colo. Nat'l. Bank
E.N.

Lakewood Community Center
There are female supervisors & male fitness instructors for female classes and vice-versa
R.B.

M. L. Associates
M.P.

McDonald's Restaurant
Female managers-assistants
M.S.

Martin-Marietta
Women engineers, accountants, managers, assembly, machinists
D.R.

Mountain Bell
M.P.

Mt. Cycle Works
Lady does air brush work
S.M.

NCAR
Female research scientist
M.S.

National Center for Atmospheric Res.
Women scientists, woman const. workers, women computer programmer
M.S.

National Ocianic & Atmospheric Administration
Female meterologist and technicians
M.S.

Olson Studio & Rocky Mt. Portriats
30-40 women hired every fall to take elementary school pictures
S.M.

Panda House
Owner/operator is a man
E.N.

Parks College
M.P.

Poole and Co.
Both male & female sales persons
M.S.

NONTRADITIONAL SITES AVAILABLE THROUGH THE CLEARINGHOUSE

Photo-Synthesis, Inc.
Audio Visual Energy
M.S.

Public Service Co.,
Female meter readers, lineman,
gas service people, appliance
service repair
M.S.

R.N.L. Associates
M.P.

Ragsdale Bros., Inc.
One woman on assembly line
D.R.

Red Rocks Community College
M.P.

Rockwell International
Female guards
M.S.

Sanger Realty
E.N.

Sand Creek Type
E.N.

Stanbro Construction
President is a woman
J.A.

Storage Technology Corp.
Female technicians, machinists
M.S.

Swedish Medical Center
Male nurses, female doctors
D.R.

Tai Chi Chuan
Woman teaches marshal arts
S.M.

Thompson School
E.N.

T. H. Toole & Machine, Inc.
Female machinists
M.S.

Tumbleweed Press
Female photo offset lithographer
M.S.

United Bank of Denver
Male tellers, female security
D.R.

U.S. Air Force Recruiting
S.M.

U.S. Army Reserves
E.N.

U.S. Civil Service Comm.
Administrators E.E.O. &
Affirmative action
E.N.

U.S. Forest Service
E.N.

Vannoy Talent Agency
M.P.

Warren Tech Center
E.N.

Watts-Hardy Dairy
Male Secretary
M.S.

Weber School
E.N.

Western Federal Savings
Female supervisors & Male
tellers
R.B.

ATTACHMENT 20

GUIDELINES FOR USE WITH GUEST SPEAKERS*

SPEAKER SELECTION:

- Determine what kinds of speakers would be appropriate for your class in terms of student interests and course content and objectives. Examples of topics include:

  --work in specific occupations or career fields
  --opportunities in non-traditional career fields/affirmative action programs
  --description of community organizations and the social services they provide
  --career materials available in the school career resource center
  --career planning or job placement services in the local community

- Contact potential speakers in your local community or through the Community Resources Clearinghouse.

BEFORE SPEAKERS ARRIVE:

- When you've decided what speaker you want, attempt to meet the speaker personally. If that isn't possible, get a biographical sketch beforehand so that you are informed about the speaker (see Speaker Autobiography).

- Devote some time to studying the speaker's field, utilizing materials from the occupation if possible. Initiate class discussion to determine student expectations. For example, what do students think it would be like to work in that occupation? What education or other qualifications might be needed? How does a person break into the field? How might a person's lifestyle be affected by that occupation?

- Prepare your students before the speaker arrives. Let them know who the speaker is, and how the talk will relate to class content. Discuss the questions students may have for the speaker (or assign each student to bring in a question for the speaker).

- Inform the speaker of your goals, and of what you want him or her to do. Let the speaker know what your class is like, the level of student interest, and what kinds of questions can be expected from the students. Prior to the date of the presentation, give the guest the "Speaker Presentation Guide" along with student questions.

- Find out what the speaker will need (such as audio visual equipment) and arrange to have it available.

- Invite other teachers and students to the speaker presentation if appropriate.

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* Adapted from "Explorations in Career Education," a publication of the Industry-Education Council of California, Burlingame, California, U.S. Office of Education funded demonstration project.

WHILE SPEAKERS ARE VISITING YOUR CLASSROOM:

- Have the speakers talk with other faculty members during a coffee break or over lunch.
- Utilize media equipment and tape (audio and/or video) while speakers make their presentations.
- Support speakers while they are in the classroom. Supplement the students' questions with your own. If the speaker represents a non-traditional occupation, be sure to include such questions as:
    1. What are the barriers, if any, that you confronted in getting this job?
    2. Have you experienced any legal recourses? In other words, did you have to take legal action to gain adequate consideration for the job?
    3. Upon entering the job, what were your feelings about your experience in a non-traditional role?
    4. Did you find any family opposition to your entering this career?
    5. What were the responses (positive/negative) from your friends?
    6. What were the responses (positive/negative) from people you work with?
    7. Are your opportunities for advancement the same as members of the opposite sex?
    8. Have you found any physical demands that you could not meet at first or that you have had to overcome?
    9. If you were to be transferred from this area, would your husband/wife be willing to go with you? Why or why not?
    10. What is the ratio of males and females who are working in this occupation within your department or at your place of employment?

AFTER SPEAKERS LEAVE:

- Have students evaluate speaker (See Speaker Evaluation Sheet).
- Follow-up suggestions: Arrange with speakers for community-site explorations or other special activities for students. Ask speakers if they can suggest other speakers.
- Keep a record of the speakers you use, what they are like, what the students thought of them. (See Speaker Record).
- As appropriate, let other teachers know about the speakers through the Community Resources Clearinghouse.
- Encourage students to think of other speakers they would like to invite.

ATTACHMENT 20 (continued)

SPEAKER RECORD*

Please take the time to fill out the following record and evaluation of your speaker. These records will enable other teachers and students to benefit from and possibly duplicate your experience.

Teacher's Name______________________________

School______________________________

Date of Speaker Visit______________________________

Number of Students______________________________

Topic / Occupation of Speaker______________________________

____

____

Name of Speaker______________________________

Address and Phone Number of Speaker______________________________

____

Please Evaluate and check appropriately:

	1 Very good	2 Fair	3 Poor
How well did program hold student interest?	___	___	___
How effective was speaker's presentation based on answering student questions, sticking to subject, providing appropriate information?	___	___	___

Were students given any handout materials?
Yes ( ) No ( )

What were the presentation highlights:

____

____

____

____

____

What improvements do you suggest for future presentations of this nature (organization, content, presentation, etc.)?

____

____

____

What other resources or aid does this speaker have to offer our school? (Such as speakers, internships for students, materials, etc.)

____

____

____

*Adapted from "Explorations in Career Education," a publication of the Industry-Education Council of California, Burlingame, California, U.S. Office of Education funded demonstration project.

ATTACHMENT 20 (continued)

SPEAKER AUTOBIOGRAPHY*

GUEST SPEAKER:

1. Personal: Name______________________Birthplace______________

City of Residence_______________Family_____________

2. Education: High School_________________College_______________

Special Training__________________________________

Major Studies____________________________________

Special Activities_________________________________

3. Business / Professional Aspects:

Past Occupations: _______________________________

____

____

____

Present Occupation(s): ____________________________

____

Community Organizations or Activities:______________

____

____

What briefly are personal qualities that you feel are desireable and expected of young people entering your field?

____

____

What opportunities exist in your field for females or males (any non-traditional opportunities)?

____

____

4. Hobbies or Special Interests:

____

____

____

5. Additional Information or Comments:

____

____

____

---

* Adapted from "Explorations in Career Education," a publication of the Industry-Education Council of California, Burlingame, California, U.S. Office of Education funded demonstration project.

ATTACHMENT 20 (continued)

SPEAKER PRESENTATION GUIDE*

Dear ________________________:

Thank you for agreeing to speak with our students on ________________________.
(date)
The following guidelines may help you in making your presentation. Please include the appropriate information, and feel free to add any other details you feel will be helpful to students. We look forward to your visit.

FOR GUEST SPEAKER:

What is your occupation?

Description of occupation, place of employment, working hours. Specific information regarding special tools, equipment, or working conditions.

What opportunities does your occupation or field offer?

Method and level of entry. Wage or salary scale. On-the-job training. Advancement possibilities. Fringe benefits. Unusual advantages (travel, community service). Social and psychological satisfactions.

What disadvantages?

Long training preceding earnings. Unusual hazards. Particular physical or emotional demands.

How can students prepare themselves?

Skills and abilities needed. Character or personality demands. Physical capacities. Educational requirements. Opportunities for pre-vocational experience. Licensing or certification requirements. Age, experience, trade-union limitations.

Is your field growing or declining?

Outlook for continued employment. Time lapse between high school and employment.

*Adapted from "Explorations in Career Education," a publication of the Industry-Education Council of California, Burlingame, California, U.S. Office of Education funded demonstration project.

SPEAKER EVALUATION SHEET*

Name of Student________________________Date of Speaker Visit:_______

School____________________Speaker's Name and Subject (or occupation)

____

The Presentation:
Please answer the following questions briefly:

1. How much of what the speaker said did you understand?

2. How relevant was the speaker to your class?

3. How much of what the speaker said related to jobs or careers or working?

4. How helpful was the speaker in answering questions?

5. How much knowledge have you gained about the speaker's career area?

6. What else would you like to learn about the speaker's career area?

7. How much would another speaker from a different career area interest you?

What did you like best about this speaker? Comments:

What did you like least:

---

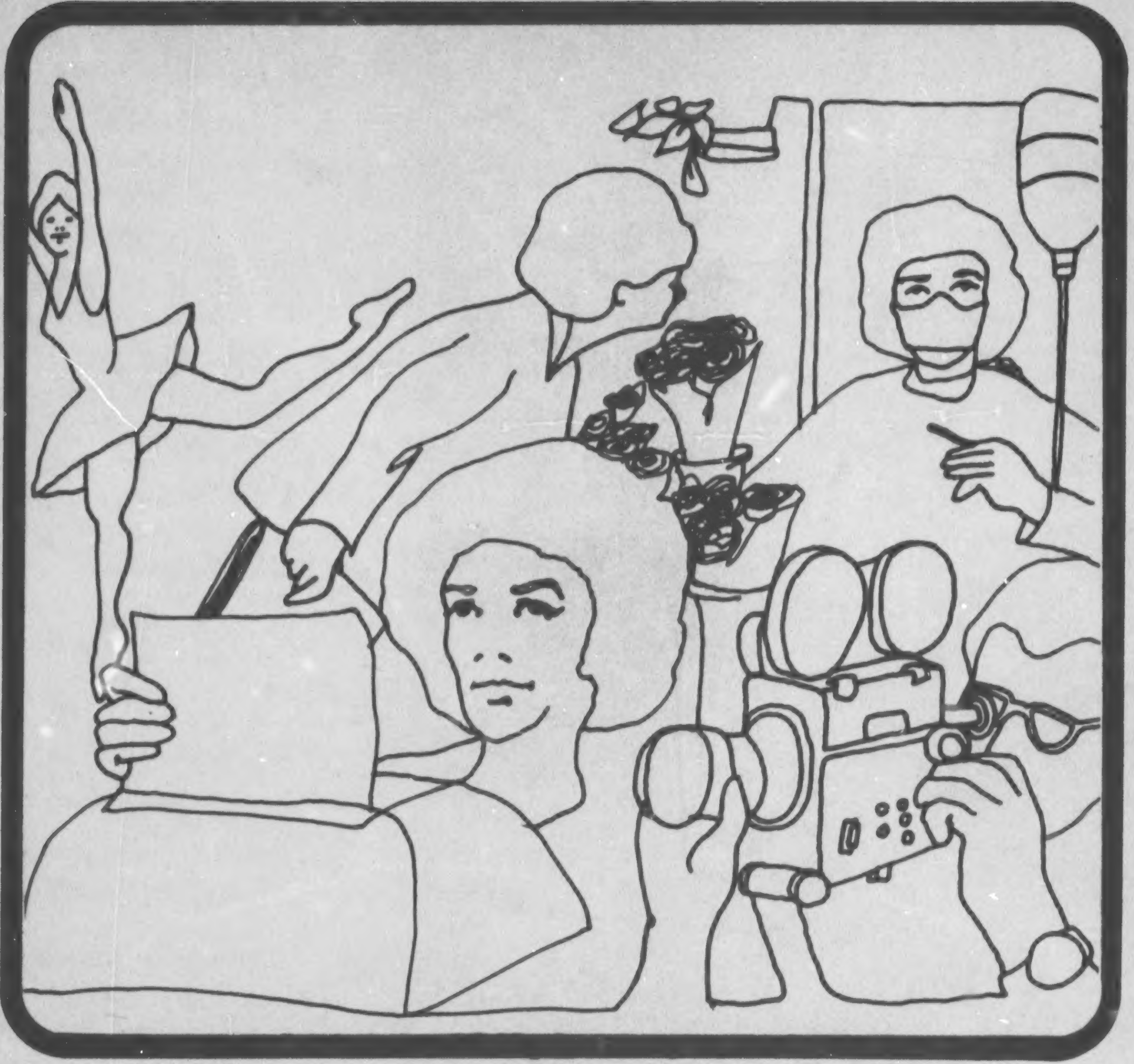
* Adapted from "Explorations in Career Education," a publication of the Industry-Education Council of California, Burlingame, California, U.S. Office of Education funded demonstration project.

ATTACHMENT 21

EXPLORING A NON-TRADITIONAL OCCUPATION

SUGGESTED INTERVIEW QUESTIONS

1. What are the barriers, if any, that you confronted in getting this job?
2. Have you experienced any legal recourses? In other words, did you have to take legal action to gain adequate consideration for the job?
3. Upon entering the job, what were your fellings about your experience in a non-traditional role?
4. Did you find any family opposition to your entering this career?
5. What were the responses (positive/negative) from your friends?
6. What were the responses (positive/negative) from people you work with?
7. Are your opportunities for advancement the same as members of the opposite sex?
8. Have you found any physical demands that you could not meet at first or that you have had to overcome?
9. If you were to be transferred from this area, would your husband/wife be willing to go with you? Why or why not?
10. What is the ratio of males and females who are working in this occupation within your department or at your place of employment?



Career Exploration Guide

Student ______________________________________

Company or agency ______________________________

Community instructor _____________________________

Address ________________________ Telephone__________

Starting date ______________ Completion date ______________

Student Checklist

☐ Complete the questions on page 1 using materials in the career resource area.

☐ Complete the values checklist on page 9 of this guide.

☐ On pages 10 and 11 of this guide, copy basic skills tasks from the Site Analysis Form.

☐ Go to the site and meet the community instructor

☐ Arrange your exploration schedule with the community instructor and fill out time contract cards.

☐ Interview the community instructor and record your interview in writing or on tape.

☐ Gather information about the job you're exploring; keep printed materials in this guide.

☐ Answer questions in this guide.

☐ Use materials such as photographs, sketches, cut outs, or sample materials from the site to describe the site.

☐ Draw a floor plan, provide a map, or write a description of your community instructor's work area.

☐ Record job skills required and note whether you can do them.

☐ Complete the basic skills tasks.

☐ Write a summary of how you feel about this exploration on the Comment Page.

☐ Check one of the three boxes on the inside back cover.

☐ Turn this guide over to your community instructor to evaluate and sign if it is satisfactory.

☐ Write a thank-you letter to your community instructor and file a copy of it in this guide.

☐ Turn in the Exploration Guide to school staff for evaluation; if it is unsatisfactory or incomplete, continue working on it until it is accepted by staff as satisfactory.

Fill in the dates and hours you have agreed to be at the job site.

Week of	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*

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Adapted by the Jefferson County Public Schools.

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Getting Started on Your Career Exploration

Before you explore the job, based on information from the Occupational Outlook Handbook or the career resource area, fill out the following information.

Job Title____

Nature of Work ____________________________________

____

Places of Employment _______________________________

____

Training, Other Qualifications and Advancement ____________

____

____

Employment Outlook__________________________________

____

Earnings and Working Conditions________________________

____

Get the Following Information From the Community Resource File:

Time Arrangement ___________________________________

Clothing Requirement _______________________________

Safety/Equipment ___________________________________

____

Special Requirements _______________________________

____

____
LM Certification

Interview Your Community Instructor

Using topics and questions suggested below, interview your community instructor. You may record the interview in one of the following ways:

- ☐ **use a tape recorder to capture the entire interview as it happens, or**
- ☐ **take notes as you conduct the interview and then summarize or report on it by talking into a tape recorder, or**
- ☐ **take notes as you conduct the interview and then write them up into a short paper.**

(Check the box in front of the option you choose.)

SUGGESTED INTERVIEW TOPICS

Working conditions: hours, environment, fringe benefits, salary, advancement opportunities, legal issues, job interest and variety

Products and services offered: what the job site produces, how its activities relate to community needs and to the consumer economy

Organizational structure: the company's management patterns, where and how decisions are made and communicated to employees, channels employees have to air their needs and criticisms

Specific job qualifications: legal (such as, age limits, need to be bonded, etc.), physical, psychological, prerequisite training and educational credentials

SUGGESTED INTERVIEW QUESTIONS

What do you do during a typical day — the same things over and over, or something different?

How did you get started in this job?

What are the special training, schooling, experience requirements?

What are the opportunities for advancement?

What is the estimated salary range?

How long have you been on this job?

How long have you been with this company?

What previous jobs have you held?

What do you like and dislike about your job?

File your interview inside the back cover.

Look At Job Site Requirements

Physical Requirements

Here are some examples of physical requirements that might be particularly necessary for certain jobs:

- Special height
- Special weight
- Adequate vision
- Ability to distinguish colors
- Physical strength
- Ability to stoop long periods
- Ability to sit long periods
- Driving ability
- Special voice qualities
- Special appearance
- Ability to stand long periods
- Ability to life weights over 50 pounds

Look at the job you are exploring, list the physical requirements for it, and say whether you have them or not. (Remember, you may find ones not listed above.)

Physical Requirement	*I Have It*	*I Don't Have It*

Training and Experience (To be obtained from your community instructor)

What are the educational and/or special training requirements of this job?

What kinds and lengths of experience are required by this job?

Describe the Company or Agency Where Your Job Site Is Located

(Use correct English and complete sentences)

Does it provide a service for customers or the public? ☐ Yes ☐ No

Does it manufacture a product? ☐ Yes ☐ No

Does it sell a product or products? ☐ Yes ☐ No

Describe the service or product: ______________________________

Describe the Job You Are Exploring

What kinds of **equipment and tools** are used on this job?

What are some **activities and work tasks** typical of this job?

Describe the Site With Pictures and Words

Put photographs, magazine cut outs, samples, or cartoons in the boxes provided below. Write descriptions of services, products, equipment or people that are in the boxes. Use correct English and complete sentences.

Examine Your Job Interests and Aptitudes

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	Give an example from the job site	*Do you like to do this?*	*Can you do it?*
Working with Things			
Precision work			
Operating equipment			
Handling materials			
Working with Information			
Interpreting facts			
Organizing and using information			
Copying, sorting, and putting things together			
Working with numbers or words			
Working with people			
Counseling			
Discussing and bargaining			
Supervising			
Selling			
Teaching			

What do you consider to be the skills and aptitudes **most necessary** to performance of this job?

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.).

Skills	*Ways You Could Learn Them*
1. ______________________	______________________
2. ______________________	______________________
3. ______________________	______________________
4. ______________________	______________________
5. ______________________	______________________
6. ______________________	______________________

What interests and aptitudes do you have that might **not** be exercised in performing this job?	Do you think you could satisfy these things outside the job?
1. ______________________	______________________
2. ______________________	______________________
3. ______________________	______________________
4. ______________________	______________________
5. ______________________	______________________
6. ______________________	______________________

Map Out Your Work Environment

The actual physical environment where you work can have very important effects on your job satisfaction and general sense of well being. With this in mind, neatly draw the floor plan, provide a map, or a written description of the work environment of the job site you are exploring in the space below.

On the floor plan, identify and show locations of equipment, stock, merchandise and so forth. Put an "X" to locate your community instructor's primary work area. Also indicate locations of windows, other light sources and heating/cooling vents in relation to this primary work space. Emphasize details you especially like or dislike — such as a window view of a beautiful tree or a source of cold air on your neck.

Think About Values or Principles

Before exploring the job, look at the values and principles listed below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of the job you are going to explore or might make the job especially desirable.

Personal values

☐ independence
☐ surroundings
☐ loyalty
☐ self-satisfaction
☐ leadership
☐ appearance/grooming
☐ ______________

Social values

☐ human rights
☐ group rights
☐ equal opportunities
☐ environment issues
☐ teamwork
☐ ______________
☐ ______________

Work values

☐ job security
☐ wages and benefits
☐ competition
☐ advancement
☐ status
☐ ______________
☐ ______________

After exploring the job, think again about personal, social and work values and answer the following questions.

Personal Values

Does your community instructor work alone or with many people? ______________
____

Is the work area comfortable, safe and well-lighted? ______________

What are the special rules for appearance? ______________

Describe opportunities to show independence and leadership ______________
____

Social Values

Can workers of either sex work in this job? (If not, why not?) ______________
____

Give an example of this company's or agency's concern for protecting the environment ______________
____

Is there a procedure for workers to influence decision making? ______________

Work Values

What wages are paid for a beginning worker in the job you explored? ______________
____

Is there a union or bargaining group to represent workers? ______________

Is there a group insurance plan here? ______________

What are the opportunities for promotion? ______________

Does this company provide in-service training for employees? ______________
____

Communications Skills Required by This Job

Find the Site Analysis form for this site in the Community Resource File. The community instructor has described actual job tasks requiring communications skills.

Copy those tasks below and verify with your community instructor that they are still necessary tasks for the job you are exploring. (If any of them is not, ask your community instructor to write another task for you.)

Perform all tasks. Have your community instructor check off the appropriate box for each task and sign the form.

1. ____

____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Observed

2. ____

____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Observed

3. ____

____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Observed

4. ____

____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Observed

5. ____

____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Observed

____ ____________

Community Instructor *Date*

Mathematics Skills Required by This Job

Find the Site Analysis form for this site in the Community Resource File. The community instructor has described actual job tasks requiring mathematics skills.

Copy those tasks below and verify with your community instructor that they are still necessary tasks for the job you are exploring. (If any of them are not, ask your community instructor to write another task for you.)

Perform all tasks. Have your community instructor check off the appropriate box for each task and sign the form.

1. ______________________________

____

☐ **Performed satisfactorily** ☐ **Performed with difficulty** ☐ **Observed**

2. ______________________________

____

☐ **Performed satisfactorily** ☐ **Performed with difficulty** ☐ **Observed**

3. ______________________________

____

☐ **Performed satisfactorily** ☐ **Performed with difficulty** ☐ **Observed**

4. ______________________________

____

☐ **Performed satisfactorily** ☐ **Performed with difficulty** ☐ **Observed**

5. ______________________________

____

☐ **Performed satisfactorily** ☐ **Performed with difficulty** ☐ **Observed**

______________________________ ____________

Community instructor ***Date***

Comments and Evaluations

Student: Write about this job site summing up your reaction to it, particularly how it matches up with your career expectations. This section is to be completed before your community instructor completes his/her evaluation.

____
Signature *Date*

Community Instructor: Describe briefly your evaluation of the student's performance in this exploration.

_______________has completed
this Exploration Guide to my satisfaction

____
Signature *Date*

School Staff: Write your evaluation of this exploration.

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____
Signature *Date*

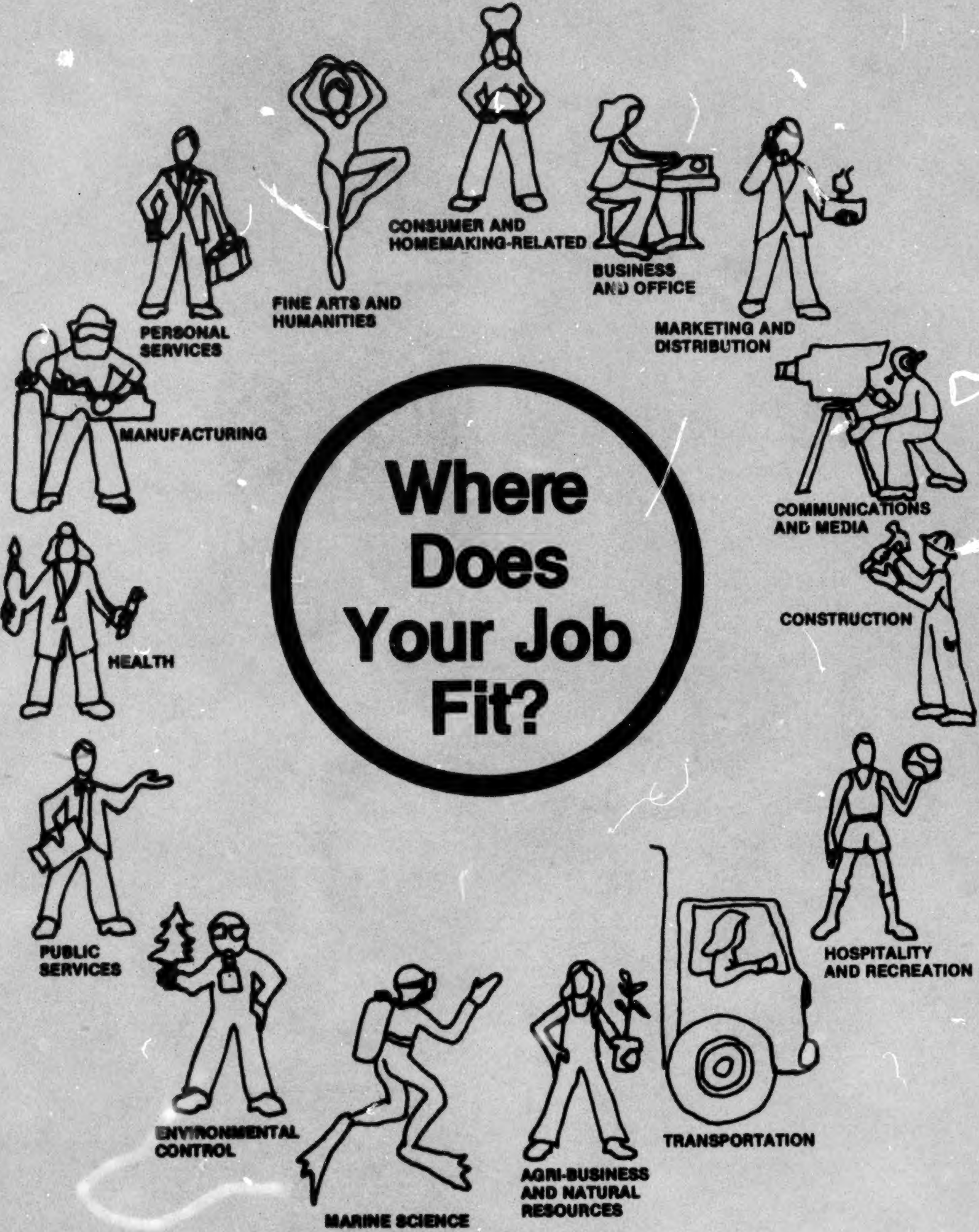
Use this area for company materials such as brochures, organizational charts, job descriptions, employee handbooks, legal codes applicable to the job and other items of interest.

Also file a copy of your interview and thank-you letter here.

To the student: Based on the exploration you just completed, check one of the statements below that best fits how you feel.

- ☐ I do not want to explore this kind of job further.
- ☐ I want to explore this kind of job further, but on another site.
- ☐ I do not want to explore this kind of job right now, but I may want another look in the future.

Where Does Your Job Fit?



CONSUMER AND HOMEMAKING-RELATED
BUSINESS AND OFFICE
MARKETING AND DISTRIBUTION
COMMUNICATIONS AND MEDIA
CONSTRUCTION
HOSPITALITY AND RECREATION
TRANSPORTATION
AGRI-BUSINESS AND NATURAL RESOURCES
MARINE SCIENCE
ENVIRONMENTAL CONTROL
PUBLIC SERVICES
HEALTH
MANUFACTURING
PERSONAL SERVICES
FINE ARTS AND HUMANITIES

ATTACHMENT 22

Promoting Parent Involvement

Parents can be invaluable resources for the ECC program - as guest speakers, as workers in a variety of occupations, and as sources for suggestions for potential community sites.

However, it is also important for parents to understand and support the activities regarding male/female roles in which their youngsters are involved. Parents can become direct observers and participants, but most often, they need to be encouraged and invited to participate. Students can also help with this.

Directions:

1. In the space provided, generate a list of ways you could ininvolve parents in ECC students' non-traditional activities:

   a. accompany student on a non-traditional exploration
   b. ________________________
   c. ________________________
   d. ________________________
   e. ________________________
   f. ________________________
   g. ________________________
   h. ________________________

2. For each of the ways you listed, tell what method(s) you would use to inform, invite or recruit parents to participate.

   a. ________________________
   b. ________________________
   c. ________________________
   d. ________________________
   e. ________________________
   f. ________________________
   g. ________________________
   h. ________________________

3. List several ways students could help get their parents involved:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

4. Invite parents to participate in a non-traditional ECC activity with students:

   a) determine the appropriate activity(ies).
   b) create a flyer or invitational letter
   c) mail the invitation to parents or send invitations home with students.
   d) conduct the activity(ies)
   e) have parents evaluate the activity in verbal or written form (eg., for a guest speaker presentation, have parents complete an evaluation form; for a career exploration, have parents complete some portion of the Career Exploration Guide or make a "mock" journal entry.)

ATTACHMENT 7

ANSWER KEY

Would You Have Guessed....?

1. a
2. c
3. c
4. false (men lose slightly more)
5. a
6. false (2 out of 3 wanted permanent jobs)
7. true
8. c
9. c
10. a
11. c
12. c

ATTACHMENT 9
ANSWER KEY
Profile: Sheila

7. economic need

8. 20 - 25 years (average for all women)

   40 - 45 years if single

9. decreased

10. increased amount or level of education

11. clerical workers

12. professional and technical workers

ATTACHMENT 10
ANSWER KEY
Profile: Jim

7. economic need
8. 43 years
9. craft workers
10. professional and technical workers

ATTACHMENT 11
ANSWER KEY
What's the Law?
Case Studies

1. Equal Pay Act, 1963

2. Civil Rights Act, 1964

3. Title IX of the Education Amendments of 1972

4. Title IX

5. Equal Pay Act

6. None

7. Civil Rights Act

School/Organization ______________________________

Sex M ☐ F ☐

ATTACHMENT 14
Answer Key
What's the Message?
CHECKLIST FOR CAREER PLANNING MATERIALS[1]

Date ______________________

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career planning materials.

	YES	NO	N/A
1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?	X		
2. Do the illustrations show women predominantly as helpers, and/or men as leaders or figures of authority?	X		
3. Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures?	X		
4. Do the illustrations in general show women as smiling and pleasant?	X		
5. Do the illustrations in general show men as serious and thoughtful?	X		
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure?	X		
7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations?[2]	X		
8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles?			X
9. If occupational titles are used, are they sex-biased: for example, "fireman" rather than "firefighter," or "mailman" rather than "mail carrier?"		X	
10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sex-biased language.			X

---

[1] Adapted from materials prepared by Jan Birk for Title IX Equity Workshops Project

[2] Items 7 through 12 are adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials. New York: Educational Products Information Exchange, 1975.

	YES	NO	N/A
11. If references exist to family responsibility, are there sex-differentiated expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider?			X
12. If references are made to appearance, physical qualities or personality traits as being significant factors related to success, are they sex-biased? For example, is being a nurturant person related to being a successful nurse?		X	
13. Is there evidence of sex-biased language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?		X	
14. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?			X

15. If the materials are mediated (film, filmstrip, slide/tape) is the narration done largely by a male? a female? both?

N/A

16. List additional instances of bias (if any) in language or implication:

N/A

17. List instances of sex-fairness and affirmative language or implications (be careful to distinguish this from "tokenism"):

The language is relatively sex-fair, but the pictures relay a definite message.

ATTACHMENT 15
ANSWER KEY
Counseling - Related Behaviors: Biased or Fair?

1. B/D A
B/D B
A C
F D

2. B/D A
F B

3. B/D A
F B
A C

4. B/D A
B/D B
F C
A D

5. F A
A B
B/D C

6. B/D A
F B
A C

7. B/D A
A B
B/D C

ANSWER KEY

ATTACHMENT 16

Counselor [✓ A] B C (Circle appropriately)

Student [✓ Carol] Frank (Circle appropriately)

Checklist for Assessing the Counseling Process *

YES	NO	
☐ interest inventory	☒	Student is encouraged to imagine and/or express personal career/life goals.
☒ but limited	☐	Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
☐	☒	Student is encouraged to consider career options not traditionally associated with that person's gender.
☐	☒	Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.
☒ not suggested.	☐	Student is not discouraged from taking any class because of gender.
☐	☒	Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options.
☐ not suggested at all.	☐	Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested.

Additional Notes:

Adapted from
*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975).

ANSWER KEY

ATTACHMENT 16

Counselor A [✓ B] C (Circle appropriately)   Student [✓ Carol] Frank (Circle appropriately)

Checklist for Assessing the Counseling Process *

YES	NO	
☐ interest inventory	☒	Student is encouraged to imagine and/or express personal career/life goals.
☒ but still limited	☐	Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
☐	☒	Student is encouraged to consider career options not traditionally associated with that person's gender.
☐	☒	Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.
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ANSWER KEY

ATTACHMENT 16

Counselor A B [✓ C]
(Circle appropriately)

Student [✓ Carol] Frank
(Circle appropriately)

Checklist for Assessing the Counseling Process *

YES	NO	
☐ interest inventory	☒	Student is encouraged to imagine and/or express personal career/life goals.
☒ affirmative	☐	Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
☒	☐	Student is encouraged to consider career options not traditionally associated with that person's gender.
☐	☒	Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.
☒ not suggested.	☐	Student is not discouraged from taking any class because of gender.
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ANSWER KEY

ATTACHMENT 16

Counselor [✓ A] B C
(Circle appropriately)

Student Carol [✓ Frank]
(Circle appropriately)

Checklist for Assessing the Counseling Process *

YES	NO	
☐	☒	Student is encouraged to imagine and/or express personal career/life goals.
☐	☒	Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
☐	☒	Student is encouraged to consider career options not traditionally associated with that person's gender.
☐	☒	Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.
☒ none suggested.	☐	Student is not discouraged from taking any class because of gender.
☐	☒	Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options.
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Additional Notes:

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ANSWER KEY

ATTACHMENT 16

Counselor A [✓ B] C
(Circle appropriately)

Student Carol [✓ Frank]
(Circle appropriately)

Checklist for Assessing the Counseling Process *

YES	NO	
☒	☐	Student is encouraged to imagine and/or express personal career/life goals.
☒	☐	Student is encouraged to consider career options based on individual interest, ability or talent rather than on traditional masculine or feminine roles.
☒	☐	Student is encouraged to consider career options not traditionally associated with that person's gender.
☒	☐	Student is encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on interests and talents rather than on gender.
☒ none suggested.	☐	Student is not discouraged from taking any class because of gender.
? ☒ very limited	☐	Student is provided with suggestions for career exploratory activities and sources of accurate, up-to-date career information in the career resource center which will help expand knowledge of career options.
☐ not suggested at all.	☐	Community exploration experiences are not suggested on the basis of sex, either in terms of who participates or in terms of the particular type of exploration suggested.

Additional Notes:

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